REPORT RESUMES

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HIGH SCHOOLS IN THE SOUTH, A FACT BOOK.

BY- MCCLURKIN, W.D.

GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN

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THIS STUDY INVESTIGATED 4,776 HIGH SCHOOLS WITH AN ENROLLMENT OF 2,318,449 STUDENTS, 98,805 CLASSROOM TEACHERS, AND 4,658 PRINCIPALS IN 11 SOUTHERN STATES TO ASSESS THE EFFECTIVENESS OF SECONDARY PUBLIC EDUCATION IN THE REGION. THE INVESTIGATION WAS LIMITED TO OBJECTIVE AND QUANTIFIED DATA ON RECORD IN THE 11 STATE DEPARTMENTS OF EDUCATION REGARDING SCHOOL SIZE, INSTRUCTIONAL PERSONNEL, FINANCE, AND SCHOOL PROGRAMS. THE EFFECTIVENESS OF A SCHOOL DEPENDED UPON ITS ABILITY TO FULFILL THE CRITERIA DETERMINED TO BE INDICATIVE OF EDUCATIONAL EFFECTIVENESS--(1) HIGH SCHOOL TEACHERS SHOULD HOLD AT LEAST A MASTER'S DEGREE AND TEACH SUBJECTS IN WHICH THEY ARE CERTIFIED, (2) HIGH SCHOOL FACULTIES SHOULD BE BALANCED WITH BOTH EXPERIENCED AND INEXPERIENCED MALE AND FEMALE TEACHERS, (3) THE SALARY SCHEDULE SHOULD BE COMPETITIVE WITH OTHER HIGH SCHOOLS IN THE NATION, (4) HIGH SCHOOL SIZE SHOULD RANGE FROM 800 TO 1200 STUDENTS AND CLASS SIZE SHOULD AVERAGE 25 STUDENTS, AND (5) A TEACHING LOAD OF 150 PUPILS PER DAY OR 750 PUPILS PER WEEK SHOULD BE THE MAXIMUM TEACHING LOAD ASSIGNED. THE STUDY INDICATED THAT (1) MEDIAN SOUTHERN HIGH SCHOOLS PROVIDED INSUFFICIENT CURRICULAR OFFERINGS, (2) THE HIGH SCHOOLS VARIED IN SIZE, AND (3) QUALIFICATIONS AND WORKING CONDITIONS OF INSTRUCTIONAL PERSONNEL WERE LOW. STATE AND REGIONAL STATISTICAL DATA ARE INCLUDED IN THE DOCUMENT. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR SOUTHERN EDUCATION STUDIES, BOX 164, GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENNESSEE 37203, FOR $5.00. (GB)

High Schools In The South

A Fact Book

Contributors

RUPERT B. VANCE

W. D. McCLURKIN

JAMES W. WHITLOCK

JOE L. JACKSON

MARIAN TIPPIT

NOFFLET D. WILLIAMS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DIVISION OF SURVEYS AND FIELD SERVICES
CENTER FOR SOUTHERN EDUCATION STUDIES
George Peabody College for Teachers
Nashville, Tennessee

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GEORGE PEABODY COLLEGE FOR TEACHERS
Nashville, Tennessee

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Preface

IN 1960 the Peabody Center for Southern Education Studies was established by an operating grant from the General Education Board. Two of the original purposes of the Center were: (1) to collect basic data required for effective communication among persons who envision the region's capacity for greatness; and (2) to conduct studies in problem areas where data are now lacking, so as to permit southern leadership to develop action programs directed toward the attainment of greatness. The present study directly serves both of these aims.

The findings of the early studies of the Center consistently led to the conclusion that quality rather than quantity was a critical problem in southern education, but there was no way to assess the genuine effectiveness of public education in the region. It was believed that a comprehensive and detailed evaluative survey of public education in the several states would identify the problem areas where Center funds could be spent to greatest advantage in stimulating action programs to improve education throughout the region. Earlier evidence suggested that the adequacy of secondary education should receive immediate attention. The present study was therefore limited to secondary education and to those high schools which had applied for state accreditation in eleven southern states.

A story in statistics has been produced on the assumption that data carefully collected and properly organized for analysis can be of practical value in developing clear insight into a situation. It has been the aim of the study to provide a better understanding of the high school picture in each of the southern states, primarily because of the research-supported conviction that there must be a major overhaul in secondary education. This conviction apparently is shared in all regions of the nation.

It is hoped that the publication of the mass of facts upon which the findings are based will provide a data book which, in turn, will enable and encourage the responsible leaders in the individual states to design and initiate their own action programs. Recent trends maturing in 1965 suggest that if the several states fail to take such steps, programs genuinely educational in nature may be undertaken by nonschool agencies with federal support and be operated outside of the existing state public school systems.

The Center expresses its sincere appreciation for the cooperation and assistance of the respective state departments of education in making their records available and helping in every way to minimize the problems of the Center staff. The tremendous task of compiling the facts otherwise would not have been possible. The findings and conclusions, however, are those of the Center alone.

Every effort has been made to avoid the noxious practice of interstate comparisons. Each state has its own problems which no other state can solve. Even traditionally more favored localities and regions are beginning to learn that they need only to look inwardly to find problems whose solutions will challenge their ingenuity. The constructive use of this report, then, lies in each state's studying the factual problems, determining appropriate action programs, and getting on with the task of the major overhaul. Every state has too much at stake to continue to risk by default the proliferation of its educational efforts, the by-passing of its organized enterprise, and the encroachment of noneducational groups into areas that are technically and professionally educational in purpose and program.

The study deals with 4,776 high schools having an enrollment of 2,318,449 students, 98,805 classroom teachers, and 4,658 principals. The body of the report is divided into three parts to facilitate its use. Part I portrays the background or setting in which southern high schools operate and with which they must maintain close affinity. Part II presents the real substance of the study, dealing with instructional personnel and educational course offerings—two critical elements in quality of opportunity. Part III reports tabular summaries of the quantifiable facts for the reader who finds eloquence and meaning in statistics.

Director

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CHAPTER 1

Introduction

THE SECONDARY school is that segment of organized education which receives a youth as a young adolescent student and guides his learning and development until almost adulthood. For some youth, the secondary school is merely another step toward eventual enrollment in college. For fewer, this level of schooling opens up broad enticing vistas of knowledge and opportunity, and the youth becomes so highly motivated for further education that he eagerly works his way through college, often with great personal sacrifice and even in the face of family indifference or opposition.

The majority of American youth, however, have their last direct experience with formal education in some secondary school. They leave by graduation or withdrawal to begin a pattern of living which will shape their adult life: marriage; gainful employment; or unemployment and idleness. Some schools afford these noncollege bound youth an opportunity to prepare themselves for successful adulthood and competent citizenship. Too many others provide offerings mainly unsuited and uninteresting to the youth, and afford successive experiences of failure, frustration, depression, self-negation, and eventual enmity toward formal education.

The American high schools of 1965 are unlike those of 1900, but they are not as unlike as they should be. High school students at the turn of the century were largely constituted of the financially, socially, and intellectually elite. The high school youth of today are more closely representative of all Americans of their age group, if for no other reason than that most of this age group are in school. Within the memory of many senior citizens, high school enrollments included only 13 per cent of the 14-17 year old population. In 1960 this proportion had grown from 13 to 87 per cent, although the total population of the group increased only 60 per cent. The number of students in high schools increased from 519,000 in 1900 to 8,620,000 in 1960.

This broader representation should have brought about many observable changes in the high school program. The period witnessed the adoption of Cubberley's concept of rural school equalization, and the establishment of the junior high school organization, for example. Early in the century it became clear that high school programs should be expanded beyond the scope of college preparation. Nevertheless, the American public soon found it necessary to accelerate this expansion by enacting through the federal Congress the Smith-Hughes Act of 1917. An expansion of vocational and skill training, predominantly in home economics and agriculture, followed. The dominance of vocational agriculture subordinated a concomitant development in trades and industrial education, which was further curtailed by the onset of the Great Depression. School programs have not changed as much as the needs of American youth have changed.

Each southern state embarked upon five-year programs of curriculum revision, beginning with Virginia in 1931. From 1932 on, these programs in the region were coordinated under the consultant leadership of Hollis L. Caswell, Doak S. Campbell, John E. Brewton, and Henry Harap, all members of the staff of the Division of Surveys and Field Services, George Peabody College for Teachers. A complete, radical revolution resulted in southern elementary education. Progress was more reluctant and less successful in high schools.

World War II not only marked an end to curriculum reform in secondary education, but it also dispersed the school faculties who had participated in these long-range reform movements. The result was that secondary school programs in the post-war years of the fifties bore an unfortunate resemblance to the school programs of the twenties. Moreover, the level of professional training of school staffs had declined.

Two other factors demanding changes in high school opportunities created additional pressures in recent decades: technological progress, which had slowed nationally during the depression; and mobility of the population, which became accentuated during and after the war. The first factor has created a demand for a prolonged period of vocational education because of the progressive elimination of jobs in the unskilled and semiskilled labor categories. The resistance to change in southern communities has caused their high schools to ignore this demand, with the result that "area" vocational-technical schools are being established in state after state, usually outside of organized local secondary schools.

The second demand makes real the idea that high school graduates no longer compete for jobs only with other graduates in their same community. Today's graduates from high schools must be prepared to compete for jobs with every high school graduate anywhere in the United States.

Accompanying these forces for change in the American high school has been the increasing recognition by the American public that each youth should be assured of an equally adequate opportunity to obtain an education commensurate with his abilities and needs. Furthermore, it is becoming increasingly acknowledged that a lack of ambition, or aspiration, or motivation may be a responsibility of the school as well as of the individual. It is a generally accepted fact in 1965 that the goal of equal *adequacy* of educational opportunity requires an improved *quality* of educational opportunity in many high schools throughout the nation. While the fact is true for all states and geographical areas, it is especially applicable to southern high schools. This is because the southern states, which have the common problem of inadequate high schools, also have been the prototype of larger administrative units which have had the capability of reorganizing their schools had they so desired.

It is surprising that the population centers in the South which absorb the impact of poorly educated youth drifting from rural areas continue to follow a laissez faire attitude toward the problem of inadequate educational opportunities. Indeed, they tolerate in relative silence and indifference the burden of state tax programs which are used to subsidize and perpetuate inadequate schools which cannot justify their existence. The states in the North and East, traditionally opposed to federal aid to education as long as they were satisfied with the superiority of their own schools, finally acknowledged in 1965 that they have a stake in the adequate education of youth everywhere. The public throughout each southern state must admit the same.

A remarkable contribution of the past decade has been the evidence provided by respected economists that the economic well-being of this nation is tied directly to the education of its citizenry. The economic progress of the South is similarly chained to the educational resources of its people. The present study has the express purpose of reporting facts about southern secondary education to permit an assessment of the capability of high schools to support and sustain the continued advancement of the region.

Public schools cannot exist apart from the neighborhoods, communities, and entire states whose children and youth they enroll. Organized education operates to serve the interests of the statewide, and now the national, population which supports it. The social and economic settings of schools have implications for the purposes to be achieved by high school programs as well as for the need for resources to achieve these purposes. Consequently, educational opportunities have meaning only as the total public endeavor is understood.

An eminent sociologist, born in the South and educated in three of the southern states included in this study, contributes in the next chapter a perceptive analysis of the remarkable socio-economic changes which have occurred in the South. He delineates a setting in which the attainment of greatness will require a careful evaluation of the quality of secondary education, for neither youth nor the region can benefit from opportunities that do not exist.

Part 1

THE SETTING

Rupert B. Vance

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CHAPTER 2

Education and the Southern Potential

THE FUTURE of the South today depends more upon the development of capacities and resources which now remain unrealized than upon anything else. The region has natural resources and human resources in good supply, and it has set itself to the task of their utilization and development. These sources of wealth are basic, but their release and development depend upon building up institutional resources, technological resources, and the accumulation of capital, or financial resources. Howard W. Odum was fond of pointing out that the creation of these secondary forms of wealth are matters of skill, organization, previous experience, and the ability to make the right decisions at the right time. As stated by Lancelot Hogben (41): "The material resources of man's environment, the biological resources of social personnel, and the social resources of organization and institutions are all we have for developing the wealth and welfare of nations." This development is a complex task, and one that can easily go by default. It is to be viewed as a sequence of interrelated processes in which the mobilization of the common will for the task depends upon the democratic participation of the whole community. Certainly, conservation and development of human resources are every whit as important for the economic future as the processing of natural resources.

The purpose of this chapter, which serves to introduce basic educational and school conditions, is to point out certain economic developments that have affected the utilization of human resources. Important aspects of economic activity can be found all over the South: shipping in the Norfolk and Gulf Coast areas; production of power and aluminum in the TVA area; heavy industry in Birmingham; textiles, rayon, and nylon in the southern Piedmont; refining and chemical industries plus synthetic rubber in the oil producing areas; pulp, paper, lumber products, minerals, and the processing of metals throughout the region.

In a nation that is developing and maintaining a more complex economy, there are many reasons to believe that the South has basic resources for further industrialization. Some of these include:

1. Proximity both to the already highly industrialized areas of the Northeast and Middle States and to potential developments in South America
2. A climate, growing season, and type of land which allow a great variety of plant life and diversified types of agriculture ranging from truck, fruit, livestock, and tree crops to already developed staples such as cotton, sugar, rice, and tobacco
3. Mineral resources of coal, iron, oil, gas, sulphur and nonferrous minerals, with stone and building materials of all kinds
4. Adequate transportation facilities in the highly developed railroad network, public highway systems, and rapidly expanding air routes
5. Comparatively low land and site costs as compared with some congested areas
6. A large group of basically sound and capable people, in need only of more adequate training, education, and services to become a skilled labor supply
7. A large potential group of consumers for all economic goods and services, awaiting only better productive organization to become the country's best new market.

As Erich W. Zimmerman (73) pointed out, natural resources are potential, not absolute. Resources are not to be estimated in terms of their existence but of their availability. The degree of technology, the efficiency of economic organization, the availability of capital, and the existing social demand—not the inert existence of minerals underground—determine whether these natural resources are to be made available for us. Nothing is done, nothing can be done, apart from the skills, the needs, and the demands of men organized in group effort.

In our economic scheme of things, human resources count twice, for human beings serve as both means and ends in the productive process. Man, as an agent of production, must be regarded as the greatest of all resources, for it is his intelligence and labor that give shape and form to all the useful aspects of our environment and discover new ways of utilizing its materials. Among all resources, human talent and energy rank the highest. But man is also the end, the *raison d'etre,* of the productive process. Production exists for consumption, and mankind is the ultimate beneficiary of all production. Thus, man, the paradox, is at one and the same time the end and goal of the economic process and part and parcel of it, the chief instrument and means towards its attainment. Obviously, how well he fits into the productive scheme determines in the main how well he will be rewarded in the range and variety of his consumption. Thus the first advice that technical experts give to the leaders of the underdeveloped nations is to set up an educational system and put it into operation. No modern economy is possible without it.

In agriculture, efficiency has been increasing and a labor force too large for its task has consistently overproduced its market. Accordingly, any discussion of a region's use of human resources must be related to the area's agricultural background. The South is and can expect to remain an important agricultural area of the United States for a long time to come. Some of the problems to which the region has adjusted and must continue to adjust include:

1. The loss of soil resources by leaching and erosion
2. The gradual loss of a large share of the world's cotton and tobacco markets (In volume of production, the region is well equipped for world competition, but not at the low level of prices now prevailing.)
3. Continued need to adjust to agriculture's decreased capacity to employ people at former rates or at an adequate standard of living

4. A continuing solution, through increased migration from plantation type farms, of the numbing effects of tenancy on the South's agriculture
5. Further changes in the terms of trade, in which the South has traditionally exchanged cheap goods for dear goods
6. A resolute and measured approach to the inadequacy of the South's educational programs and facilities to prepare children to meet needed changes, rural and urban, required by new occupational patterns
7. The South's lack of capital and economic organization to finance needed developments in new fields
8. Further improvement in the industrial mix, currently dominated by the region's concentration on low value industries
9. The location within the South of a major problem area where the rate of economic growth has fallen behind the nation's advance.

THE SOUTH'S HUMAN RESOURCES

Any discussion of the South's potential can well begin with its human resources. In the great depression, Gerald W. Johnson (46) wrote: "The central irony of the era is the fact that if we have overproduced anything in this country what we have overproduced is Americans." In national recovery, the agricultural South has faced this problem of overproduction to a greater extent than other parts of the country. Figure 1 shows the ratio of rural farm males attaining working age, 20-64, in the period 1950-1960, to the number leaving agriculture through death or retirement. As the map indicates, the great majority of counties in the South had two or more farm youths entering working age for every elderly male leaving agriculture, either by death or retirement.

As of April 1, 1963, the population of the United States was estimated at 188,643,000 people —a far cry from the 3,929,000 population reported in the first Census taken in 1790. This represents an increase of 4,700 per cent in the population in a hundred and seventy-three years. An electric population chart on display in the main lobby of the Department of Commerce in the nation's capital shows what this means in terms of population growth. When this report was written the mechanism of the recorder was set to show an average of:

1 birth every 7½ seconds
1 death every 18½ seconds
1 in-migrant every 1½ minutes
1 out-migrant every 23 minutes

Taken together, these components give the United States a net gain of one person added to the population every 11 seconds. The South is contributing more than its share to this national population growth.

Accepting the U. S. Census definition of the region,* the South had some 55 million people in 1960, approximately 31 per cent of our total population. It also had the second largest population increase from 1950 to 1960, a growth of 16.5 per cent as compared to an 18.5 per cent increase for the nation. The West led all other regions, with an increase of 38.9 per cent. (See Table 1, Appendix A.) As shown in Figure 2, Florida led the South with an increase of 78.7 per cent. Forty-one million infants were born in the decade 1950-1960; of these, 13.6 million were born in the South. Subtracting the 4.4 million deaths, the South had a natural increase of 9.2 million, a rate of 19.6 per cent

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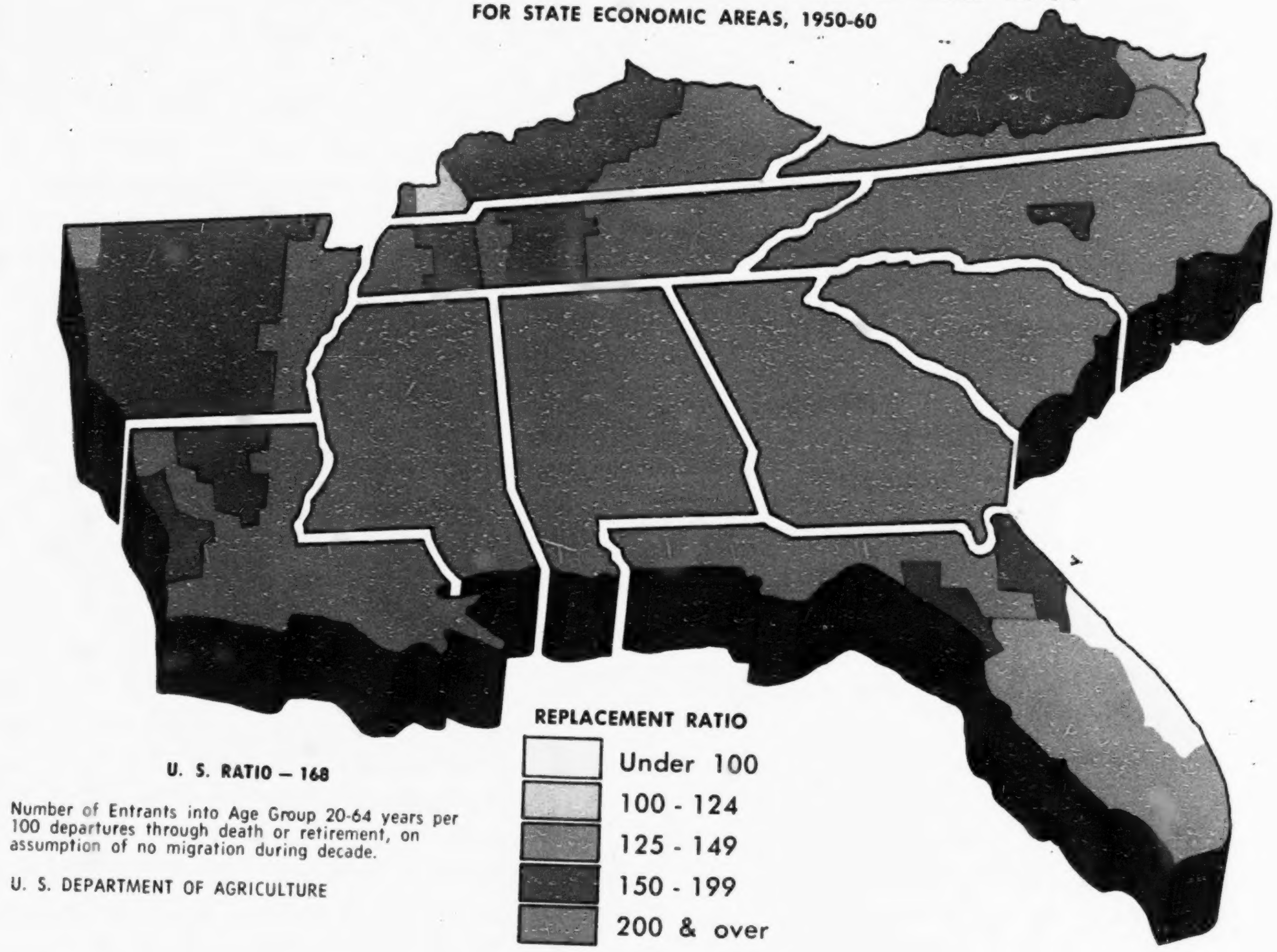
* Those who work in this field have a choice of the regions they delimit. Thus, the Census South contains 17 states and combines three Census divisions: The South Atlantic States, the East South Central, and West South Central divisions. The Southeast contains 11 states, omitting Texas and Oklahoma as well as the border states of Delaware, Maryland, West Virginia, and the District of Columbia. Table 1, Appendix A, has a listing of the states in the Census South.

FIGURE 1
REPLACEMENT RATIOS OF RURAL-FARM MALES AGED 20-64
FOR STATE ECONOMIC AREAS, 1950-60



U. S. RATIO — 168

Number of Entrants into Age Group 20-64 years per 100 departures through death or retirement, on assumption of no migration during decade.

U. S. DEPARTMENT OF AGRICULTURE

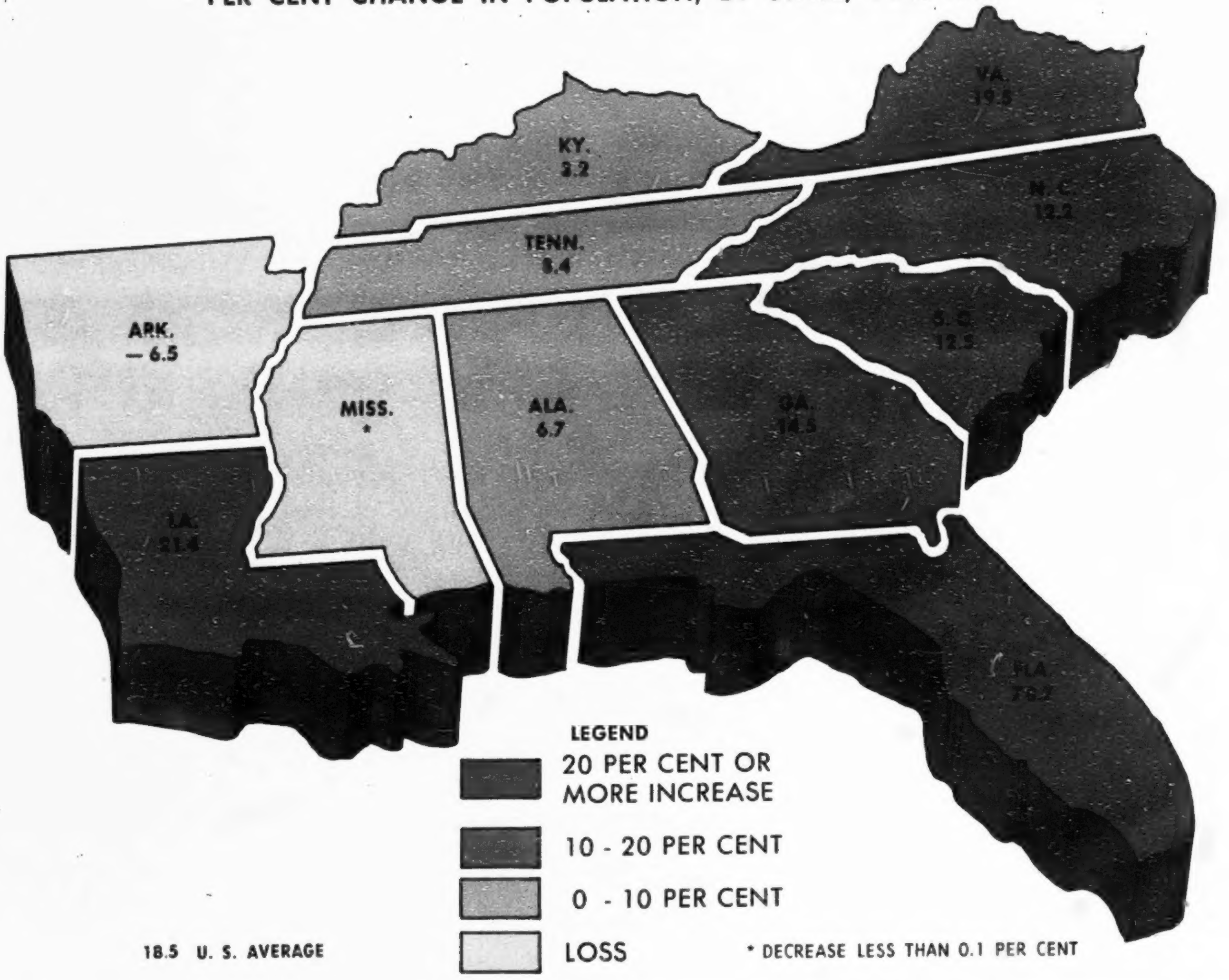
as compared with 16.7 per cent for the nation. (See Table 2, Appendix A.)

The South is no longer regarded as the "Seed Bed of the Nation." The great gap between the birth rate in the South and the non-South is in the process of closing. In the great depression, the difference between the South's fertility and that of the rest of the country reached as high as 15 births per 1,000 population. But in the rise of middle-class fertility during the great "baby boom," the South's rural families continued to decrease their fertility so that the nation and the South converged at a birth rate of approximately 25 per 1,000 in 1959. A higher fertility rate in the South at the present time is mainly because of the high birth rate of the Negro population.

The important news about the South in the period in which it was entering a more complex stage of industrialization was the migration of its people. From 1940 to 1950, the South lost over 2 million population by out-migration, a net loss of almost 5 per cent; from 1950 to 1960 the loss was about 1.4 million or 3.0 per cent. (See Table 2, Appendix A.) Omitting Delaware, Maryland, Virginia, Florida, and Texas—the only states which gained by net migration—the other twelve southern states had a total loss of 3.5 million people to areas outside the region. The record of Florida is so distinctive as practically to mark it off from the remainder of the South. During this decade, Florida gained 1,617,000 population by net migration, a rate of gain which amounted to over 58 per cent of its 1950

FIGURE 2

PER CENT CHANGE IN POPULATION, BY STATE, 1950-1960


VA.
19.5
KY.
3.2
N. C.
12.2
TENN.
8.4
ARK.
– 6.5
S. C.
12.5
MISS.
*
ALA.
6.7
GA.
14.5
LA.
21.4
FLA.
78.7
LEGEND
20 PER CENT OR MORE INCREASE
10 - 20 PER CENT
0 - 10 PER CENT
LOSS
18.5 U. S. AVERAGE
* DECREASE LESS THAN 0.1 PER CENT

population. Both West Virginia and Arkansas lost over 22 per cent of their population by outward movement.

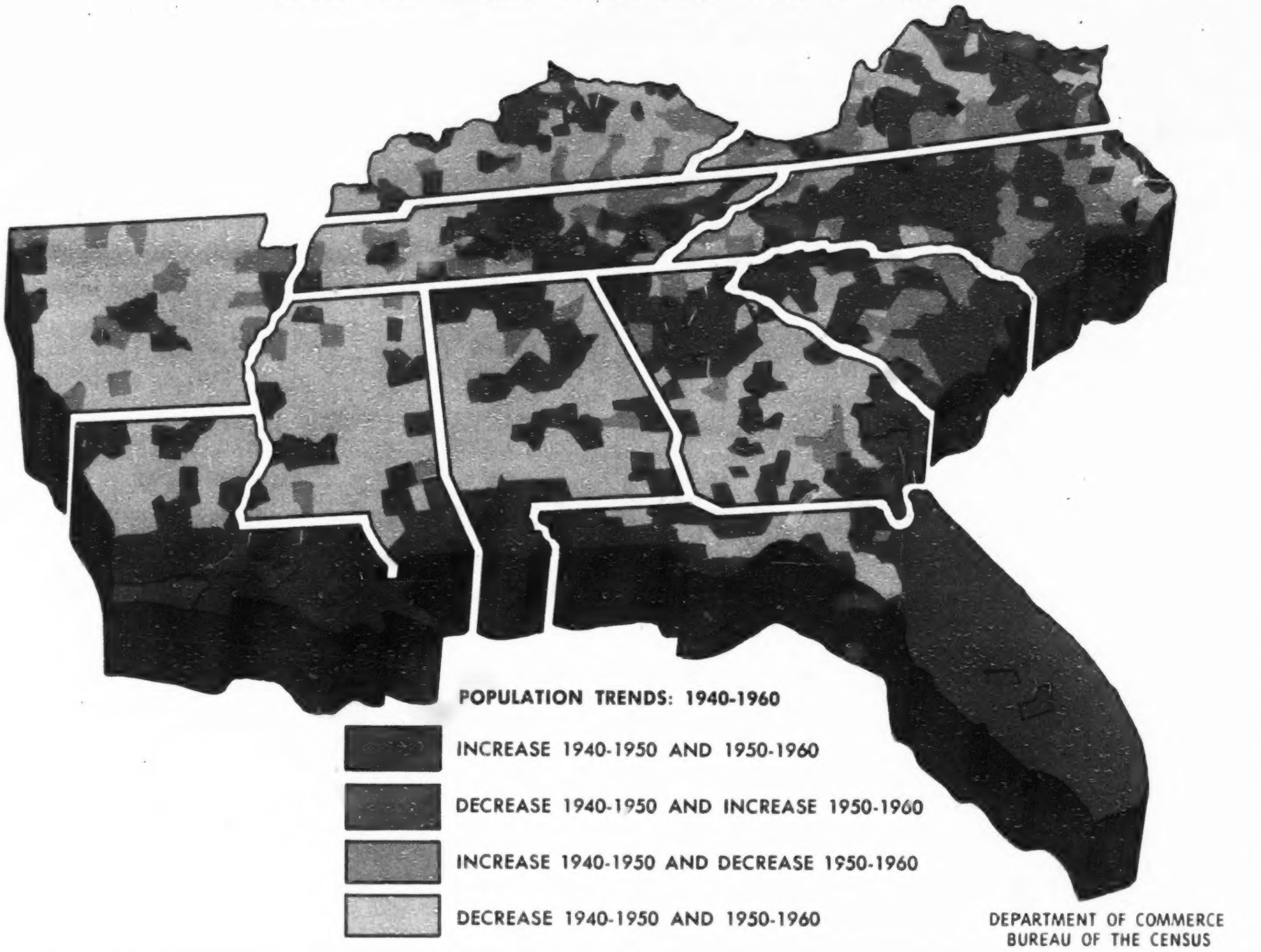
Migration trends within the South, involving a massive move from rural areas to cities, are equally important. This rural exodus has been greatest in back country areas and among the Negro population. Thus, 751 counties—practically all rural—lost population, compared to 621 counties, mostly with urban centers, which gained in the period. Figure 3 shows the large number of counties that lost population in both decades, 1940-1950 and 1950-1960. Among the South's cities of 10,000 to 100,000 population, 379 gained while only 33 lost. Of the South's 78 metropolitan centers (cities of 50,000 or more plus their suburbs), only two lost population.

In many areas throughout the South, abandoned farm dwellings testify to the fact that the rural southerner, in his struggle for livelihood, has had to change his base of operations from the farm to the city. Consolidations and reconsolidations of schools testify to the continuous adjustment that education has had to make to shifting population trends. In all, population movements are bringing the South closer to the nation in its racial and rural-urban composition.

It is estimated that since 1940, over three-fourths of the region's migration losses have been due to the outmovement of Negro population, a trend which dates back to World War I. (See Table

FIGURE 3

POPULATION TRENDS, BY COUNTIES: 1940 TO 1960


POPULATION TRENDS: 1940-1960
INCREASE 1940-1950 AND 1950-1960
DECREASE 1940-1950 AND INCREASE 1950-1960
INCREASE 1940-1950 AND DECREASE 1950-1960
DECREASE 1940-1950 AND 1950-1960

DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

3, Appendix A.) Dr. C. Horace Hamilton (39) has shown how migration has continued over the decades, leading to a loss of 2.4 million whites and 5.4 million nonwhites from 1880 to 1960. (See Table 4, Appendix A.) Negro population growth remains practically static in half the states in the South, while increasing greatly in the rest of the nation. If this trend continues, over half of the Negro population will come to live in the North, West, and the East; and the South may expect to have only about 12 to 15 per cent of its population Negro in the not too distant future. Three southern states lost over 30 per cent of their Negro population by migration in 1950-1960; four more lost over 19 per cent; and five lost over 10 per cent. (See Table 5, Appendix A.)

In 1960, six states had a population of over one million Negroes. The state with the largest Negro population was no longer a southern state, but a northern one—New York. During the decade, New York rose from sixth in rank of Negro population to first. Illinois rose from tenth in rank to sixth; Texas, from fifth to second; Louisiana, from seventh to fifth. During the same period, Georgia and North Carolina dropped from first and second, respectively, to third and fourth, while Mississippi's rank in Negro population dropped from third to eighth, and the number of Negroes in that state declined over 70,000. Alabama fell from fourth to seventh, while California's Negro population almost doubled during the decade, raising its rank from fifteenth to seventh place.

The Census figures show that the Negro is not only a part of the current migration, but that he follows the prevailing population trends and, with remigration, is becoming more widely dispersed throughout the nation. Thus, as stated above, while the Negro population in the United States increased by 25.4 per cent, in the Southeast it increased by only 7.4 per cent; and in the Southeast without Florida, the increase was only 4.4 per cent. The Negro has become more urban than the white population and has benefited greatly from improvements in health, resulting in the lowering of his death rate. Since there has been an unexpected rise in birth rates, the Negro population is increasing at a faster rate than the white population.

THE SOUTH'S CHANGING ECONOMY

The struggle of the people to improve their standard of living has been a long one. For most of its history, the South's basic economy was agricultural, limited to the production of a few staple crops—cotton, sugar, tobacco, and rice, supplemented by a subsistence economy based on Indian corn, truck gardens, and pork. In the midst of one of the world's most industrialized nations, the South began with the simple processing of its raw materials of cotton, sugar, lumber, pitch, and tar products. The region has now developed a more diversified manufacturing economy. As industrialization has grown more complex, distribution and services have become important economic endeavors.

The first result of this process of economic development was to reduce the number of workers attempting to gain their livelihood in agriculture. The 5.6 million workers in southern agriculture in 1930 had been reduced by 1960 to 3.4 million by crop controls, by government programs and diversification, and by mechanization and scientific advancement. Mechanized farming and improved practices, first developed in the North and Midwest, are now taking effect in the South. Hybrid corn, good pasture grasses, purebred livestock, and deep freeze storage are accepted developments in southern agriculture. Larger farms, greater yields per acre, fewer persons dependent on farming, a great decrease in tenancy, and a trend toward mixed farming incorporated with livestock production characterize the region. A reduced farm population now finds a better living.

American farmers, including those in the South, are among the most efficient in the world, a fact which has contributed heavily to the decline in agricultural employment. The more food each farm worker produces, the more workers are set free to move to the cities and participate in the industrialization of the region. Accordingly, there has been a "squeeze out" in agriculture; a pull into industry; a drift of workers out of the South; and a movement of industries southward. The net result of this shift can be summed up in the rising trend of per capita income in the South.

Even in the depression, it was evident that the South was going to move forward industrially. During the depression years, 1929-39, the nation's manufacturing work force declined 6.6 per cent; but in the Southeast there was a gain of 6.3 per cent. This amounted to an increase of about 100,000 industrial employees. Most of this, as George Simpson (62) showed, represents the continual movement southward of the textile industry. As a result, by 1939 the Southeast contained 14.3 per cent of the nation's manufacturing workers as compared with 12.5 per cent in 1929. This fact was reflected by relative gains in personal income. In 1929, per capita income in the Southeast was 52 per cent of the national average; by 1940, it had risen to 58 per cent.

The period of World War II brought a surge of growth to the region. From 1939 to 1947, manufacturing employment increased by 588,000 workers, a gain of 43.3 per cent. Salaries and wages increased by 237.5 per cent. These increases were supported by almost an identical rate of increase in the value added to products by manufacturing. The result was another rise in per capita income, which increased in this period from 57 per cent of the national average income per capita to 68 per cent in 1947.

A continuation of the trend toward higher wages, increased capitalization, more industrial units, and a better rounded industrial structure, with greater value added by manufacturing, characterized developments in the post-war South. There was an increase of more than half a million employed in manufacturing from 1947 to 1956 in the Southeast. These workers in 1956 received $8.3 billion in salaries and wages—more than double the amount received in 1947. Their work also added over $17 billion to the value of the product, again more than double the 1947 figure. Discounting changes in dollar value because of inflation, this gain, nevertheless, represents a real breakthrough. The national increase in employment in manufacturing in 1947-1956 was 20.2 per cent; for the Southeast, it was 26.4 per cent. Comparable increases in value added by manufacturing were: 87.7 per cent for the United States and 97.2 per cent for the Southeast. In salaries and wages, the percentage increase was extremely large: 104.2 per cent for the region, 94.2 per cent for the nation.

Possibly the best single measure of economic advance is found in the trend of per capita income. Personal income data developed by the Department of Commerce since 1929 enable us to make regional comparisons (67). Per capita personal income in the Southeast rose from $368 in 1939 to $849 in 1946 to $1,820 in 1963 (68). This means that the region's proportion of the non-South per capita income rose from 46 per cent in 1929, to 69 per cent in 1963—a gain of 23 points in 34 years. Howard G. Schaller (59) used these figures to project a gross national product of $924 billion in 1975. With personal incomes of $693 billion, this would mean about $3,066 national per capita income for the United States. Projecting the region's trend, he arrived at an estimate of $2,422 per capita income in the South, 79 per cent of the national average. At present rates, Schaller estimates it will require half a century for the South to attain equality with the rest of the nation in income per person.

Using techniques developed by Edyn Dunn of Brookings Institute, Schaller was able to divide the economic changes governing income gains into three components: (1) gains resulting from the overall growth of the national economy; (2) increases resulting from changes in the South's industrial mix; (3) and gains due to the effect of regional shifts within industries. Table 6 (Appendix A) shows the change in incomes for southeastern states between 1948 and 1962. The South's industrial mix was unfortunate and this cost the region about $4 billion income. The region's share of industries, however, increased sufficiently to account for a gain of over $7 billion. Thus, income in the South grew by $3 billion more than would be expected from national growth alone. Only Florida and Virginia benefited from improvement in the industrial mix and thus advanced in all three factors. North Carolina benefited most from national growth and was second to Florida in increasing its regional share of new industries.

Each southeastern state, however, was able to increase its proportionate share of the nation's industry. George Simpson (62) pointed out how the industrial mix of the Southeast has been enriched since 1947. Once dominated by a cotton industry in the gray-goods state, the South moved into lumber, furniture, and tobacco processing, with crude pig-iron production in Birmingham. Today, however, the area has moved further into paper, chemicals, hydroelectric power, electrical machinery, electronics, steel and aluminum production, and oil refining. Of these industries, the largest increases have been in transportation, pulp, paper, chemicals, and machinery. The South's less favored industries—food, textiles, apparel, lumber, furniture, and tobacco—accounted for only 35 per cent of all manufacturing employment increases in the Southeast between 1947 and 1958, although they made up over two-thirds of the total in 1947. At the other end of the scale, the hard industries, metals, machinery, transportation, and instrument industries—sectors which accounted for only 12 per cent of the region's manufacturing employment in 1947—accounted for about 33 per cent of the new growth. Finally, the federal government, which has pioneered in both the TVA and Atomic Energy in two great installations at Oak Ridge and the Savannah River, has added the Redstone Arsenal in northern Alabama, Cape Kennedy in south Florida, and the New Space Complex around Houston, Texas.

Proof of the enrichment of the southern industrial mix is to be found in the decline of textiles from 29.4 per cent of total manufacturing employment in 1947 to 22.4 per cent in 1958. This has meant a loss of 25,000 workers in textiles. Moreover, the textile industry in the South has reorganized, and the trend is now toward greater diversification with new mixtures, new fabrics, and new products. Since 1929, the excess capacity created in cotton textiles by World War I has been liquidated. The industry lost more than 16,000,000 spindles, while the market, as measured by population, increased more than 50 per cent and income increased much more. Symbolic of the improved textile picture in the region is the passing of the mill village, with its housing sold to the workers, and the rise of a concern like Burlington Mills to a position of national prominence as a leading producer of new fabrics.

North Carolina, Georgia, Tennessee, and Virginia remain the most industrialized states in the Southeast, in that order, as measured by employment in manufacturing. Louisiana has the best industrial mix as measured by value added by manufacturing—some $10,000 per worker. Florida has shown the highest rate of development of any region in the Southeast, with an increase of 101 per cent in manufacturing employment between 1947 and 1957, mostly in the more productive segments of manufacturing.

THE URBAN SOUTH

The Southeast is the least urban of all our large regions; but from 1950 to 1960, it passed the halfway mark, going from 43.0 to 51.6 per cent urban. In the Far West, 81.5 per cent, and in the Northeast, 78.4 per cent of the people dwell in cities. The nation is now 70 per cent urban.

Urbanization, individual advancement, and economic progress have usually gone together in the history of the West. Urbanization means more than the movement of a population from country to city. It involves mass shifts in the occupations of a people, since a function of migration is to place workers in a position to climb that occupational ladder which leads from agriculture to industry, services, and distribution. Occupational mobility carries with it the reward of increased income. Since these payments are made by the total economy as a going concern, it is not surprising to find that the conditions of individual advancement are also those of economic progress. The South, now in its economic breakthrough, is moving into the full tide of this movement.

The South is moving rapidly toward an industrial and commercial economy which is organized around cities and metropolitan areas. This change in economic and social organization is requiring the South's population to redistribute itself in new patterns and to acquire new skills and take on new characteristics. A recent study by Donald Bogue (7) found that, at the current rate, metropolitan development was proceeding at a faster pace in the South than the rate at which the industrial North developed its metropolitan centers.

What makes a city a metropolis in today's economy? The answer is found in a city's ability to organize and integrate a hinterland so as to lead its production and trade into national and world channels. This ability is characterized by the performance of four functions: (1) the organization of retail and wholesale markets, especially wholesale distribution; (2) the development of industry; (3) the organization of converging transportation and communication facilities; and (4) the maturation of local financial resources and organization.

Several methods have been utilized to rank the nation's cities in order of magnitude of the four functions mentioned above. They show Atlanta for the Southeast and Dallas for the Southwest as second order metropolises—second only to national centers like New York and Chicago. (See Table 7, Appendix A.) Houston, New Orleans, Memphis, Louisville, and Birmingham appear as third order metropolises; while a long list of subdominants is found, including Richmond, Fort Worth, Oklahoma City, Miami, Charlotte, Jacksonville, Tulsa, Nashville, Little Rock, San Antonio, Norfolk-Portsmouth, and El Paso. Important in determining these rankings are banking and fiscal importance, and position as the homes of branch offices for major national corporations.

Gateway cities to the South have played an important part in the region's development. In the South, lines of trade and control are mediated to New York by way of gateway cities like Baltimore, Louisville, and Cincinnati; in the Southwest, via Saint Louis and Kansas City to Chicago and New York. Overnight sleeper jumps and airlines for the transport of key personnel show the importance of these lines of communication, well illustrated by the fact that while the Charlotte metropolitan area is in the center of physical production in cotton textiles, the base for planning, designing, brokerage, sales, and finance is Worth Street, New York. It is evident that southern metropolises, no matter how rapidly they are now growing, will not replace the giants of the New York-Chicago axis. In all specialized functions they are subdominant to these supermetropolises, as, in fact, is the whole nation.

While the urban South is characterized by small cities, the region is generating cities large enough to carry on metropolitan functions. By 1950 the thirteen southern states contained twenty-nine cities of 100,000 or more inhabitants. Of the nation's 33 metropolitan areas of 500,000 population or more, as defined in 1950, the South had seven, none reaching to a million population. By 1960 these seven cities had grown to the following sizes: Houston, 1,243,758; New Orleans 907,123; Dallas, 1,083,360; Louisville, 725,139; Birmingham, 634,864; Atlanta, 1,017,188; and San Antonio, 716,188. The first city in the whole South to reach a million population was the "Great Giant of the Gulf," Houston, Texas. If Dallas-Fort Worth, some thirty miles apart, could be counted as one concentration, this Texas giant would be the South's largest, reaching over 1,600,000 population. The high rate of metropolitan growth from 1950 to 1960 gave the South six new centers in the half-million category: Miami, 935,047; Memphis, 674,583; Norfolk-Portsmouth, 578,507; Fort Worth, 573,215; Tampa-St. Petersburg, 772,453; and Oklahoma City, 517,833. Thus the region had 13 out of the nation's 54 metropolitan areas of a half-million and over in 1960. (See Table 7, Appendix A.)

The new industries in the South employ less unskilled labor and require more capital and more technical knowledge than those industries that formerly dominated the region. Accordingly, in both agriculture and industry, the battle for efficient production is now being waged in the fields of engineering, technical services, management, distribution, and finance. This means, in short, that more southern workers have moved from blue-collar to white-collar occupations and have been forced to acquire better skills and become better educated. To hold these gains, a fast pace must be maintained; to make more gains, the process must be stepped up. Thus, while the proportion of workers in manufacturing remains fairly constant, around 20 per cent, those employed in the third level of the economy, in such auxiliary forces as trade, distribution, technical, professional and other services, increased from 38 per cent to well over 50 per cent of the total work force between 1930 and 1960. Along with increased services came the greater employment of women, who now comprise some 30 per cent or more of the South's labor force. Negroes forced out of agriculture have benefited least from this shift, and many have had to find their best employment opportunities outside the region. Nevertheless, the shift of the Negro to southern cities closely follows that of the white working force. In the main, it is clear that the Negro males have not improved their position in the labor market. White women have made the greatest proportionate gains. The number of Negro males in the labor force decreased by 13.3 per cent while that of Negro females increased by 15.4 and white females by 110 per cent from 1940 to 1960. (See Tables 8 and 9, Appendix A.)

The major effect of industrialization, therefore, is found in the great shift in the distribution of labor. At no point, however, has any highly industrialized nation anything like the majority of the labor force employed in straight manufacturing. The tremendous increases in output per worker in the factory system feed economic growth, produce material comforts and luxuries, and release workers from primary employment to occupations in the third level of the economy. More people are shunted into research, planning, management, clerical, and technical services. The changes in occupational groups from 1940 to 1960 show what this means to the South. Losses in this period among farmers and farm laborers ran from 30 to 75 per cent of the 1940 employment, depending on race and sex. Gains were found in the great increases in professional and technical workers, managing officials, clerical and sales people, and craftsmen—for whom employment gains ranged from 37 to 160 per cent. The South, then, is moving toward an economy in which education, professionalization, technical services, and skills are of the essence. This represents the *raison d'être* of the "permanent revolution"—a drastic change which demands the maintenance of a complex culture with highly developed technical and institutional resources.

Here, then, are the reasons behind the recent growth of our cities. Those who read history with attention will remember that the industrial revolution as it took place in England was a painful process. As the Russian and Chinese versions of the permanent revolution have been engineered, they have repeated this painful process with only the overtones that dictatorships can add. Peasants were forced off the land, agriculture was squeezed, famine was used as a weapon while industry was being developed, so that a wholesale transfer of the nation's working force could be made to the industrial sector. The South is accomplishing this same process, not by force, but by the use of economic incentives. While the shift does not involve coercion, it can be said that strain, nevertheless, exists in the economic necessities which push people from the land into the factories and on into the service industries.

The first prototype of industrial discipline and the strains it creates is found in the modern factory. In scientific management, time and motion studies have developed as methods of measurement so that the optimum possibility of each worker can be calculated like any material means of production. As a result, the discipline of the plant and the mechanization of the work are made congruent. In its extreme range in mass production, natural individual rhythms are subordinated to the pace set by the conveyor belts. The punching of time clocks, the docking of workers for absenteeism, and large scale layoffs have all come to constitute the new discipline whereby rural workers have been made over into factory operatives. To the workers, this is the "stretchout" and it has been responsible for as much unrest as any one fact in industry. The initial phases of the discipline attending southern industrialization had to do with the manual labor force. The second and third stages go over into the higher demands of the academic discipline in the training and education of the new working force to enter clerical, technical, professional, and allied services. How far automation will carry this trend no one knows. Accordingly, the test of the South's ability to make its full commitment to the permanent revolution will be found in the higher rankings and more complex functions of its educational services and institutions. As manual labor is mechanized, more people are due to make large scale shifts from agriculture and machine-tending to clerical and semiprofessional services. Most of these people will go to live in our cities. To succeed where they are going, they must go further in our schools than did their fathers.

The educational status of an earlier generation can be presented in the nationwide data on rejection rates for mental deficiency and illiteracy per 1,000 registrants for Selective Service, November 1940-December 1944. These figures have been accepted largely as a measure of educational deprivation. It will be noted that with registrants ranging from 18 to 45 years of age, the 45 year old in 1940 would have been of school age during the period from 1900 to 1910; and the 18 year old registrant in 1944 would have been of school age from 1932 to 1942. Thus, the draft group represents an entire generation within itself, and includes the present population age groups of 40-70.

Ginsburg and Bray (35) found that the white rejection rates for this earlier generation were over five times as great in the Southeast and Southwest as in the Far West: 52 and 54 per 1,000 as compared to 9 per 1,000. A preponderance of the high rejection rate was in the Appalachians and in the Cajun country of Louisiana. Regular rejection rates, the highest for whites in the country, were as follows in the Southeast: Louisiana, 55 per 1,000; Virginia and Arkansas, 59; North Carolina, 62; and Kentucky and Tennessee, 64. These were equalled outside the Southeast only by New Mexico, Arizona, and Texas with 50, 53, and 63 per 1,000, respectively. A high concentration of rejection rates appeared in Indian and Spanish-American populations also. Regional rates of rejection for Negro populations ran over 200 per 1,000 for seven Southeastern states: Alabama, Arkansas, Georgia, Louisiana, Mississippi, North Carolina, and South Carolina. These rates were over four times those found for Negroes in the states of New York, Pennsylvania, Indiana, Iowa, Ohio, and the states of the Far West and Northwest, where rates were 36 to 52 per 1,000.

EDUCATIONAL PROGRESS

We know that along with technical advances have gone sustained advances in the educational level of the South in recent years. These factors have been mutually supporting, and progress by either has speeded the other. Improved support, increased enrollments, rural school consolidation, and state equalization funds have led the attempt to bring the South closer to the reality of a high school education for all able to benefit therefrom. Public education has made especially memorable advances during the post-war period. The number of pupils in average daily attendance increased by well over a million; yet the Southeast managed simultaneously to make substantial gains in financial support. Between 1949-50 and 1963-64, for instance, current expenditure per pupil in average daily attendance increased from $134 to $319 in the Southeast, a gain of 138 per cent as compared to a national growth rate of 121 per cent.

The effect of the general rise in the level of education is seen in the changing social characteristics of the people. The number of persons with no schooling has been greatly reduced, so that they now number only about 3 per cent of the general population and are confined in the main to the older generation. A full elementary school education is now the accepted standard and represents the average for the population over 25. Numbers with some high school and college education have increased from 40 to 50 per cent, so that now about 34 per cent have obtained a high school education and 15 per cent of the population over 25 have attended college. While the Negro still has about one-third the proportion of college and high school graduates, this difference decreases as the older generation, with its limited opportunities, is replaced by the younger. The Negro is continuing to decrease the gap by climbing the educational ladder at an increasing rate.

In emphasizing the South's potential in the further development of its human resources, we point directly to education and the institutional resources necessary for such development. The region began its advance with a campaign for universal education; it is now in the process of shifting to an emphasis on excellence in education. To some this may mean raising educational standards to new heights, forcing the least qualified entirely out of the educational process. The lack of realism in this view should be pointed out.

The design by which the members of the oncoming generation find their position in life can be compared to climbing an occupational pyramid. Rewards go to those who climb to the highest positions on the pyramid and are able to retain their positions. Here, the task of the school is evident; it motivates students to scale these heights and helps them acquire the skills needed for achievement. To complicate the matter, the pyramid of occupations is changing before our very eyes, narrowing at the base and broadening at the top. There is less room at the base for the unskilled, while the room at the top has increased for those with talent and ability sharpened by technical and professional training.

This leads us to point out that the region is engaged in developing new institutional resources for improving the quality of its personnel. Thus, beyond the high school, vocational education takes a new turn with the development of special institutes to fill the region's great need for technicians. Special summer schools for gifted children are now held in several southern states. Talented children set their own pace, and come to realize what talents they have. In similar fashion, learning institutes are now developing for the culturally deprived. New techniques are tried out and evaluation is made of new ways of learning. Kindergartens are being established, aimed at improving the early cultural experience of children whose home backgrounds offer them no motivation or help on the road to learning. Finally, the community college movement, designed to get more students into the college experience, will bring junior colleges to local communities. It is well known that more students will attend college if they can live at home. Education can be provided at more reasonable costs at these nonresidential colleges. Whether or not these students can go on to universities will depend upon the extent to which they can take advantage of two more years of education.

The cornerstone of the system remains the university. Certain state and private universities furnish strong professional, graduate, and undergraduate training, so that the South is better able to man and direct its new developments. Nevertheless, it is entirely fair to say that the South is attempting to participate in the permanent revolution without possessing universities of the highest rank. A recent study of graduate education for the Carnegie Corporation judged that no southern university was to be found in either the top twelve of the nation or in a second group of ten. Only six of the South's universities—Duke, North Carolina, Texas, Tulane, Vanderbilt, and Virginia—have as yet achieved membership in the Association of American Universities. Beyond the level of graduate training, a new pattern in American intellectual life has been the emergence of centers for advanced study, such as the Institute for Advanced Study at Princeton and the Center for the Study of the Behaviorial Sciences at Stanford University. There is no comparable institution in the South and none in sight.

As much as the South needs and desires economic advancement, its leaders have not limited their goals to the material. Along with education, the region has also developed cultural aspirations. Once called "The Sahara of the Bozart," the South has developed a literature of worldwide importance, well represented by the achievements of Ellen Glasgow, Thomas Wolfe, William Faulkner, Tennessee Williams, Allan Tate, Robert Penn Warren, and James Agee. Warren is the only person who has won the Pulitzer Prize in both fiction and poetry. It has become something of a witticism to say that it is a sad day in the region when a southerner doesn't win a Pulitzer Prize in the novel or in journalism.

No comparable renaissance in music, painting, and sculpture has developed; but the growth of libraries, museums, symphony orchestras, and little theatres among the new cities of the South has in its way been quite remarkable. In some states, lacking wealthy patrons, the legislature has become a patron of the arts. For example, North Carolina supports three outdoor symphonic dramas during the tourist season, a state art gallery, an institute for training in the performing arts, and a symphony orchestra which travels all over the state bringing concerts to the citizens and school children alike. Culture for the people is a worthy goal to be added to the educational process. For all its disabilities, it seems safe to say that the South is not being "dragged screaming into the twentieth century."

It can be established that high school opportunities now exist almost everywhere throughout the South. The long sixty-year struggle to make this quantity of education available to all youth has succeeded. However, there is a vast range in the nature of these opportunities, so much so that "high school graduation" has no standard meanings. The quality or adequacy of educational opportunities is obviously too dependent upon *where* the youth live and *which* school they attend. Part II of this study shows why.

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Part 2

PERSONNEL AND PROGRAMS IN SOUTHERN HIGH SCHOOLS— HIGHLIGHTS OF THE STUDY

James W. Whitlock

Joe L. Jackson

W. D. McClurkin

CHAPTER 3

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Plan of the Study

CIVIC, BUSINESS, and political leaders have a legitimate concern for the support and nourishment which public education gives to the economy upon which the schools subsist. Indeed, a healthy and vigorous society fosters an interaction between education and the economy through which each reinforces the other to their mutual advantage. The portrayal of an advancing South detailed in Chapter 2 reinforces an inquiry into the state of affairs in southern secondary schools.

The Center for Southern Education Studies has had a continuing interest in the effectiveness of high schools in the region. Its earlier investigations were influenced somewhat by the need to alert the South three or four years in advance of the first post-war bumper crop of graduates entering the 1965 labor force, and the potential threat to public education posed by the creation of private schools to avoid desegregation. These studies were published under the titles, *Southern High Schools and Jobless Youth, Jobs and Training for Southern Youth,* and *Tax Support for Private Schools.*

The limitation of looking at only one aspect of school programs is evident, yet broad evaluations and probes in depth in secondary education are quite complex. Special studies have been made within the states on subjects such as dropouts, number of graduates going to college, and success in college. A few states have taken recent comprehensive looks at their total state educational programs. However, no coordinated effort was underway, or being planned, to investigate high school programs in the southern region as an integral area despite the interrelationships among the states which warrant such an effort. Thus the present study came into being.

STUDY PROCEDURES

The Center arbitrarily defined the geographical area to be studied as including the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. For the purposes of the investigation, the high school was defined as any public school having a twelfth grade and containing any combination of grades 7 through 12. These eleven states operated a total of 4,776 such schools in the 1962-63 school year, and had on file a detailed accreditation report on each school.

The characteristics of a school consist of many features, some of which are intangible and not quantifiable. These latter traits can be detected only by visitation and direct observation which the Center staff obviously could not undertake for such numbers. The basis for evaluation has been limited largely, therefore, to objective and quantified data on record in the state departments of education. This limitation made it possible to include *all* eligible schools, a coverage which could be undertaken with data processing facilities, without resorting to a sampling procedure.

The ***first step*** of the Center staff was to list in detail the numerical statistical information about a school which might give clues to program adequacy and which might be found in public records. This listing included the following:

- Data on size of high schools, grouped by various organizational patterns
- Information on instructional personnel—personal characteristics, professional qualifications, and working conditions
- Financial data
- Information on school programs—course offerings, etc.

The ***second step*** was to review the research evidence that these types of information were related to or indicative of program adequacy. On the basis of published research findings criteria were established by which elements of quality might be inferred from the statistical facts.

Step three was to determine the availability of the quantifiable data found to be related to program effectiveness. The Center staff examined all printed sources of information from the eleven state departments of education. These sources were supplemented by an examination of all report forms used by the various departments to collect information from individual high schools. The record forms of the Southern Association of Colleges and Schools were reviewed as a possible source of additional information. The analysis of these sources convinced the Center staff that sufficient data were available in the state departments of education to make the study feasible.

Step four involved the collection of the data from state departments of education. In seven of the eleven states, the desired information had already been recorded either wholly or partly in machine punch cards. Duplicate decks of these punch cards were reproduced for use by the Center staff. In the other four states, data were tabulated directly from the original records onto forms designed by the Center for efficient keypunching into cards. After the processing of these cards, the information was summarized mechanically and electronically, and recorded in tabular form. Gaps in the data are few, but those which do appear are due to the variations in the reporting systems in the several state departments of education.

The ***fifth step*** involved the grouping and summarization of the mass of information by states and for the southern region. In this process it early became evident that sizes of schools and patterns of grade grouping were almost uniformly related to other variables in program adequacy. Hence, the data were organized by states for high schools grouped by total enrollment categories within four patterns of grade groupings. These groupings made it possible to relate school size to each of several educational factors within a particular pattern of grade grouping.

The validity of comparisons of the selected factors between schools in different organizational patterns is severely limited and variations must be evaluated with caution. For example, a six-year high school enrolling 500 pupils is not always comparable to a three-year high school of similar size. On some elements of adequacy uniform criteria may be applied to both of these types of schools: food services, which are related to meals served rather than grade levels; space utilization, which is largely a function of class sections rather than grade level; etc. On the other hand, twelfth grade course offerings are not expanded by increasing the size of seventh or eighth grades, and direct comparisons must recognize this limitation. Nevertheless, differences in programs do exist between organizational patterns and are pointed out in this report.

The ***sixth step*** prior to preparation of this report involved the analysis of the data, the interpretation of information on the basis of the established criteria, evaluative judgments of the findings, and an attempt to make practical applications of the conclusions to actual conditions in southern high schools.

The analysis of the vast quantity of statistical data for the 1962-63 school year is far from complete. The Center staff hopes to publish a series of collateral studies which have been and will be made as time and funds permit, including the relationships between: personal attributes and opinions of southern school board members and educational opportunities; the teaching personnel and school sizes and types; size of high schools and per capita costs for instruction; curricular offerings by grade level and size of school; bi-racial educational opportunities by type and size of school; and others.

Two school years have elapsed since the year which yielded the statistical data used in this study. General trends probably have continued, and here and there abnormal fluctuations will have occurred in certain specific schools. Still, there is every reason to believe that the basic data in this study are applicable to 1965 and will be for some years. The slowness with which programs change prolongs the useful life of the raw data, the conclusions, and the value of the study.

CRITERIA FOR GOOD SCHOOLS

A judgment of quality or adequacy requires a set of values or criteria by which relative position may be assigned. The "goodness" of a school depends upon what the school is expected to do and the measures used to assess its accomplishments. As long as differences are held regarding the purposes of education and different scales of value are used to judge the outcomes, there will be no uniformity in estimates of quality. Nevertheless, the American people are very much concerned with the adequacy of their schools, even though their concerns may be based as much upon beliefs and faith as upon value judgments, and such criteria as are used may bear little relationship to quality.

Quality in education does exist. Some teachers are better than others; some programs are better than others; some learning environments are better than others; hence, some schools are better than others. Many of the elements of quality can be observed but cannot be quantified in numbers or measured by any known yardstick. They are no less real for not being measurable, just as are the beauty of a sunset or a symphony, the character traits of integrity or courage, and the sensations of hunger or fatigue. Fortunately, some symptoms and evidences can be established and subjected to measurement.

Thousands of experimental studies in education have been conducted during the twentieth century. Educational research has not yet been able to measure the performance characteristics of an excellent teacher, because superior teachers may possess different personal traits, use different techniques, and be equally proficient. Research has established a relationship, however, between certain measures of teacher qualifications and the intangibles of teaching proficiency, and between certain statistical data about schools and their elements of adequacy.

These known relationships are useful in the aggregate and in dealing with a number of cases. They are no less valued when an occasional exception is noted. For example, while gifted teachers have been known who possessed only a modicum of higher education, it is certain that teaching skill is related to the educational attainment of the teacher. No informed person would argue that teachers need not be college graduates because Miss A was a superior teacher and she had only two years of college. Some teacher qualifications are quantifiable.

The Center has collected the facts about southern high schools—statistical facts of which value judgments are made. The criteria of quality have been drawn from the findings of educational research and authoritative principles published in the professional literature. While the list is not complete, the principal criteria which are pertinent to this report are presented to establish the validity of the conclusions and judgments.

I. High school teachers should hold at least a master's degree, with adequate professional training and a major in the teaching field.

The research base shows the amount of college preparation which a teacher receives to be a reliable indicator of teacher effectiveness. Dalton (23) showed that college preparation affects the extent to which teachers are rated as effective teachers. Ferralasco (32) found a significant relationship between college preparation and the extent to which teachers use relatively more desirable teaching practices. Scates (58) established a positive relationship between teacher training and competence as measured by the *Minnesota Teacher Attitude Test.* Brown (12) concluded that teachers holding a "graduate" teaching certificate are more likely to be judged "most effective" by administrators, fellow teachers, and graduating seniors.

Much research has been conducted on the relationship of school size and selected factors of quality education. School size and its relationship to certain teacher characteristics have been explored to some extent. Patterson (54) found a high positive correlation between the size of a high school and selected characteristics of instructional personnel, including training, certification, and experience. Patterson's findings are supported by work done by Gray (36), Smith (63), Kowitz and Sayres (47), DeGood (26), Crocker (21), and Hall (38).

II. High school faculties should be composed of a large core of experienced teachers and should be balanced between experienced and inexperienced teachers.

Generally speaking, teachers with several years of teaching experience achieve better teaching results than those in their first or second year of teaching. The beginning teacher is nowhere near professional stature and usually knows it. Bond (9), Brainerd (10), Bremer (11), Dalton (23), Devane (27), and Thomas (64) indicate that one of the four most important factors associated with school outcomes is the experience of the teachers.

III. No high school teacher should be assigned to teach a subject for which he does not hold endorsement on his teaching certificate.

Authorities agree that a teacher is more efficient when he is assigned to teach subject areas in which he has been trained. Regional accrediting agencies require accredited schools to assign teachers to subject areas in which they have been prepared. Cross (22) discovered that beginning teachers have fewer training difficulties and use more effective teaching practices when assigned to teach in their field of major college preparation. Iwamoto (44) found that the percentage of teachers who taught one or more subjects for which they were not certified decreased as school size increased.

IV. A proper balance between men and women teachers should be maintained in the high school grades. Based on the ratio of boys to girls in the southern high school

population, approximately 50 per cent of the teachers theoretically should be men.

While highly inconclusive, research shows some relationship between the sex of the teacher and selected characteristics of their work. Ryans (56) rated women high school teachers higher on measures of friendliness, responsibility, ability to stimulate desirable classroom behavior, favorable attitude toward pupils, democratic classroom practices, permissive educational viewpoints, and verbal understanding. Men teachers scored significantly higher on emotional stability. Ferralasco (32) concluded that women teachers use relatively more effective teaching practices than men. In contrast, Van Devander (69) found men teachers in Missouri to be better qualified than women teachers.

V. The salary schedule for teachers and other instructional staff in any southern high school should be competitive with comparable high schools within the nation.

Most authorities agree that salaries determine, to a degree, the type of teachers a school will be able to employ. This has been particularly true where salaries are high enough to be competitive with those of other jobs or professions. However, it assumes a commitment to use salary policy as a means of upgrading staff quality.

Project Talent (33) data reveal that salary of teachers is one of the factors which are uniquely associated with school outcomes. Thomas (64) corroborated the *Project Talent* results with his findings in an Oregon study. He found that the mean starting salaries of teachers is a highly significant predictor of the achievement test scores earned by teachers on subtests in English, reading comprehension, mathematics, and abstract reasoning.

VI. High school class size should average not more than 25 pupils within a size-range of from 20 to 30 pupils.

Since 1903, more than 250 writings have dealt with the question of class size. Conclusions as to the effect of class size on pupil achievement were presented by Irwin (43) in his review of 205 books, monographs, and articles appearing between 1900 and 1932; by Barbour (2) in his survey of 50 experiments; and by Blake (5) in his analysis of research on class size. The basic conclusion of these summaries of investigations is that little relationship exists between class size and pupil achievement as represented by test results alone.

Most of the more recent investigations of class size are status reports or surveys of opinion. Although research has produced no specific answer to the question of desirable class size, statements of opinion generally agree that thirty-five pupils per class should be the maximum, and that twenty-five pupils per class is more nearly optimum. According to Bissex (4), a class of twenty-five is near the maximum size within which any consistent individual attention is possible.

In 1945 a nationwide sample of 500 superintendents was questioned concerning their belief as to the optimum size of secondary school classes. Of the 36 per cent who responded, the greatest number believed that the optimum size range was from 20 to 30 pupils, and that 25 was the most nearly ideal size for academic classes (70).

In 1949 the United States Office of Education (65) published a report of the opinions of high school teachers concerning certain aspects of class size. Included in the study were teachers of English, social studies, and ninth- and tenth-grade mathematics, selected from a sample of teachers from high schools with enrollments greater than 500. Results of the study indicated general agreement that (a) a small class consisted of 16-18 pupils; (b) a large class consisted of 35 or more pupils; (c) a class of 11-13 was too small for efficient instruction; (d) a class of 30-35 was too large for efficient instruction; and (e) the ideal class size was 25 pupils.

During the past two decades, the Institute of Administrative Research, Teachers College, Columbia University (48), has conducted extensive studies of questions revolving around variations in pupil-teacher ratio and class size. General conclusions of the studies show that small classes have special value because: (a) More educational creativity exists when classes are small, and new procedures are more readily adopted in small classes; (b) individual attention is more easily provided for in small classes; and (c) small classes tend to have more variety in instructional methods than do large classes. It does not follow, however, that if some reduction in class size results in some increase in teaching efficiency, large reductions will result in large increases in effectiveness. Moreover, a few specific courses are dependent upon larger numbers for the most efficient instruction.

VII. A teaching load of 150 pupils daily or 750 pupil periods per week should be the maximum load assigned to high school teachers. This assumes a teaching day of five periods with a maximum of 30 pupils per class.

The various regional accrediting associations have issued policy statements regarding teaching load. These usually specify a maximum class size, a maximum pupil-teacher ratio, and a maximum number of pupils taught daily—normally expressed as pupil periods per week. The following quotation from *Principles and Standards* of the Southern Association of Colleges and Schools is a typical statement of these requirements:

> The school will recognize in comparing teaching loads . . . such factors as the number of classes taught, the number of preparations required, class size, total number of pupils taught daily, library and study hall duties, and the supervision of student activities. In no instance shall the teaching load . . . exceed that specified by the official state accredited authority. A pupil-teacher ratio [of] 25:1 is recognized as a currently acceptable maximum. Seven hundred fifty (750) is the currently acceptable maximum pupil periods per week (17).

Most states, as well as the various regional accrediting associations, have a standard which regulates teaching load. In terms of periods taught daily, the maximum load permitted varies from five to seven periods of teaching, plus responsibility for study hall or other assigned activities. Most states set the *desirable* maximum at one period less than the maximum allowed.

Research findings are not in complete agreement that teaching load is heavier in small high schools than in large high schools. A survey of 11,871 California high school teachers (61) revealed that classes in large high schools tend to average approximately eight more pupils per class than in small schools. The same survey disclosed, however, that only one-third of the teachers in small high schools had a daily preparation period, whereas the comparable proportion for teachers in large high schools was two-thirds. The findings of Saupe and Douglass (57) revealed that teachers in small high schools averaged eleven more preparations per week and teach an average of 4.2 more class periods per week than their counterparts in large high schools. Results of surveys in Minnesota (55) and in Montana (29) indicated that teachers in the small schools have heavier teaching loads than teachers in large schools.

VIII. A "standard" high school should contain a minimum of 100 pupils enrolled in Grade 12. The optimum size should be from 800 to 1,200 students, with a minimum-maximum range of from 500 to 1,500 students.

The effect of high school size on the quality of the education program has received considerable attention in educational literature. This literature can be categorized into that relating to the minimum size of high schools, the optimum size, the maximum size, school size and per pupil costs, and the effect of school size on selected educational factors.

Minimum Size

Dawson's standards (24) for the minimum size of high school attendance centers have become the ones most commonly accepted by leading educators. His recommended minimums, based upon instructional staff utilization and pupil-teacher ratios, are as follows: A six-year high school with from 210 to 300 pupils, or a three-year junior high school with from 245 to 350 pupils, and a three-year senior high school with from 210 to 300 pupils. In addition, he specified 10 as the desirable minimum numbers of teachers for a high school center and 7 as the absolute minimum. Carpenter's (15) recommended minimum number of pupils for junior and senior high schools, either separated or combined, was 250. Dawson and Reeves (25) and the Committee for the White House Conference on Education (18) suggested separate junior and senior high schools, each with a minimum of 300 pupils and 12 teachers, and determined the desirable minimum number of pupils per grade as 75. A survey of 45 "leading authorities" made by Wood (71) revealed that the median recommendation for the minimum size of junior high schools was 300 pupils and for senior and six-year high schools was 350 pupils. Conant's recommendation (19), based upon course offerings required of a comprehensive high school, was a minimum of 100 pupils in a high school graduating class. Conant's study of secondary education, published in 1959, has influenced the thinking of many experts who have since tended to increase the minimum size of an acceptable high school.

Optimum Size

Research reveals that the optimum size for the secondary school, as recommended by authorities, ranges from 500 up to 1,000. The Committee for the White House Conference on Education (18) reported that gains in economy and efficiency could be expected when schools—whether senior, junior, or junior-senior high schools—enrolled up to 700 pupils but that no advantages could be seen when enrollments exceeded 1,000. Dawson (24) on the other hand, saw no advantage to be gained when the attendance unit enrolled more than 600 pupils. The median recommended by the 45 "leading authorities" surveyed by Wood (71) was an enrollment of 700 for a junior high school, 950 for a three-year high school, and 775 for a six-year high school. Oliver's jury of experts (53), composed of 37 writers and 72 high school principals, favored an enrollment of from 500 to 750 for the senior high school and an enrollment of from 400 to 500 for the junior high school. Mennozi (50) solicited opinions about optimum high school size from prominent authorities in schoolhouse planning and construction and in school administration. The specialists in schoolhouse planning favored schools large enough to accommodate from 750 to 1,400, but the administrators felt that as enrollment goes beyond 800 pupils little or no value can be gained and certain disadvantages set in.

Oliver's experts listed the main advantages of both small and large schools. The chief disadvantages of small schools were given as: inadequate library; lack of equipment; high teacher turnover; low salaries, inadequate health services; inexperienced teachers; inadequate supervision; restricted extracurricular program; inexperienced administrators; community pressures for status quo; little chance for educational research; and too few teachers. The chief disadvantages of large schools were listed as: impersonal relationships between pupils and teachers; less personal relationship among pupils; difficulty of pupils to acquire a feeling of belonging; too great distance between home and school; and fewer opportunities to participate in extracurricular activities. Similar disadvantages found in larger schools were given by Mennozi's administrators. These were: less opportunity for pupils and teachers to know each other as individuals; transportation problems; and fewer opportunities for students to participate in a variety of extracurricular activities.

Maximum Size

Research shows that the literature pertaining to the maximum acceptable size for a high school contains nothing more definite than the survey made by Wood (71). His median recommendations were: 1,000 pupils in a three-year junior high school, 1,525 pupils in a three-year senior high school, and 1,150 pupils in a six-year high school. According to a report made by Hoover (42), graduates of large high schools think that schools should not be too large.

IX. Quality in education is related to high expenditure levels when spending is efficient. Efficiency, however, is reflected by lower per-pupil costs for a uniform or standard educational program.

Many studies found in the literature reported that large schools are more efficiently operated than small ones. The research of the National Conference of Professors of Educational Administration (52) showed that the smaller the school, the higher the cost per pupil. Excessive costs were found in schools with fewer than 10 teachers, and the cost per pupil in schools with fewer than 100 pupils was found to be about twice that of schools with more than 200 pupils. Some degree of inflated cost per pupil continued until an enrollment of about 500 pupils was reached.

Butterworth and Dawson (14) and McLure (49), in separate studies, found that when schools were compared on the basis of similar programs, the smaller the school the higher the per capita cost. Both studies reported that the per capita cost decreased rapidly up to 200 pupils. Butterworth and Dawson showed a continued but less rapid decrease up to 500 pupils, while McLure's study showed that the cost per pupil decreased less rapidly up to nearly 700 pupils. McLure's study showed, in addition, that the per pupil cost of a given program remained fairly stationary in a school size ranging from 700 to 3,000 pupils, but tended to increase if the size went above 3,000 pupils.

In his analysis of the relationship between high school size, per pupil expenditure for instructional staff salaries, and selected educational factors, Morris (51) found a high positive correlation between the size of the high school and efficient expenditure for staff salaries. This correlation was shown by the changes in (1) the qualifications of teachers, (2) teacher assignments in major college fields, (3) average number of courses offered, and (4) the average number of subject areas offered as high school enrollment increased and per pupil expenditures for staff salaries were held constant. Clark (16) concludes that about one-third of the factors affecting quality are related to expenditure levels.

X. A four-year high school should offer a minimum of 3.2 times as many Carnegie units as are required for graduation. The minimum for a three-year senior high school should be a ratio of 2.4:1.

Jackson's (45) research definitely substantiates a relationship between high school size and program scope, with the scope of the program defined in terms of the subject areas offered.

The following statement from *Project Talent* is representative of research opinion:

> It would seem that larger school size is a proper and important objective in order to provide a greater variety and depth of course offerings and to make available special services such as grouping, acceleration, guidance, etc. . . . Size of school is very important

insofar as it controls course offerings and services (33).

Woodham (72) studied the relationship between school size and breadth of educational opportunity in 290 Florida high schools. The study revealed a positive correlation between the size of school and breadth of educational opportunity. Grieder and Romine (37) found that high schools enrolling fewer than 200 pupils rate lower than larger schools in the areas of program of studies, pupil activities, library services, guidance services, school plant, and school staff and administration.

The comparative studies made by Seyfert (60) and by Burke (13) revealed that the small high school is restricted in the number of things it might undertake at any one time. Burke found that when expenditure per pupil was equivalent, high schools with fewer than 100 pupils provided relatively few services. As size increased up to 500 pupils, the number of services went up. High schools with more than 500 pupils usually provided the most enriched programs.

Smith's study (63) showed that an inferior program at a high cost resulted when schools enrolled fewer than 200 to 400 pupils. An enrollment of from 800 to 1,200 pupils appeared as the range at which favorable factors were maximized and unfavorable factors minimized.

According to Bohne (8), the optimum size for a high school should be from 750 to 900 pupils, since a school of this size range is large enough to place a full-time specialist in each subject field, operate at a low cost per pupil, and provide an excellent extracurricular program. Tompkins and Gaumnitz's (66) study showed that most high schools enrolling fewer than 100 pupils were rarely able to employ specialized professional personnel.

Educational outcomes. Gray (36) found that high schools with enrollments from 400 to 999 pupils placed highest on student achievement and the percentage of graduates going on to college. A study by Harmon (40) revealed that high schools with fewer than 100 graduates per class were all below the national norm in production of persons who went on to earn a doctor's degree. Those with more than 100 high school graduates each year were all above the national norm in production of eventual doctor's degree holders.

A study made by Feldt (31) showed a definite relationship between achievement and school size. Measured by the *Iowa Test of Educational Development,* pupil achievement in high schools of 100 or fewer pupils in grades 9-12 was lower than that in large schools. On the other hand, pupils who had attended both a large elementary school and a large high school performed best on the test.

Although not clear and consistent in its findings, the study by Gaumnitz and Tompkins (34) showed indications that large high schools had a greater holding power than did the small high schools. The concern for the youth who never reach college has been revived so recently that there is no comparable research on the educational outcomes for this large proportion of the pupil population. Probably Jackson's findings regarding the breadth and depth of offerings is the nearest approach (45).

GENERAL FEATURES OF SOUTHERN HIGH SCHOOLS

The 4,776 high schools evaluated in this report are organized in four grade organization patterns: 7-12 (the six-year school); 8-12 (the "hybrid" five-year high school pattern which resulted from adding the twelfth year of schooling); 9-12 (the traditional four-year high school usually associated with an eight-year elementary school concept); and 10-12 (the "senior high school" generally associated with urban-suburban centers and population density). In the numerous schools organized for grades 1-12, those grades classified as high school grades by state definition were separated and treated as a high school in tabulating the data.

Table 1 shows the distribution of the schools by state and organizational pattern. Nearly 50 per cent of the schools are organized according to the 7-12 grade grouping, apparently as a result of rural population sparsity. As already noted, efficiency and economy in matters related to numbers of pupils rather than age or grade are supported by this plan, but it is erroneous to assume that educational opportunities are broadened by it. Further study, grade level by grade level, will be undertaken. Only 6.5 per cent of the schools studied are of the 10-12 grade grouping which usually is found in population concentrations. Schools consisting of grades 9-12, the traditional four-year high school, constitute 28.9 per cent of the total. The 9-12 plan is the second most prevalent pattern in the South.

As shown in Table 2, the schools vary widely in size. The smallest school has 13 pupils enrolled in the secondary school grades, while the largest enrolls 4,169 pupils. Approximately 6 per cent of the schools enroll fewer than 100 pupils, and in fewer than 2 per cent the enrollment exceeds 2,000 pupils. In approximately 32 per cent of the schools enrollments are within the range of 250-499 pupils. Only 33 per cent of the schools have 500 or more pupils enrolled. This disturbing fact is more serious than it appears to be because of the delusion created by including grades seven and eight in the enrollment data.

More of the established criteria deal with the professional personnel than with any other factor related to excellent schools. This emphasis is in recognition of the primary importance of personnel services in providing quality education. The next chapter reports on this essential feature.

TABLE I

Number and Per Cent of High Schools Grouped by Organizational Pattern and by State

State	Number of high schools	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Alabama	433	349	80.6	12	2.8	46	10.6	26	6.0
Arkansas	483	411	85.1	9	1.9	29	6.0	34	7.0
Florida	334	225	67.4	4	1.2	27	8.1	78	23.3
Georgia	412	34	8.3	241	58.5	127	30.8	10	2.4
Kentucky	359	132	36.9	7	1.9	208	57.9	12	3.3
Louisiana	501	407	81.2	22	4.4	49	9.8	23	4.6
Mississippi	428	365	85.3	14	3.3	33	7.7	16	3.7
North Carolina	650					608	93.5	42	6.5
South Carolina	355	206	58.0	84	23.7	49	13.8	16	4.5
Tennessee	445	218	49.0	15	3.4	175	39.3	37	8.3
Virginia	376			333	88.6	30	8.0	13	3.4
Total	4,776	2,347	49.1	741	15.5	1,381	28.9	307	6.5

TABLE 2

Number and Per Cent of High Schools Grouped by Organizational Pattern and by Size of School

School size (Pupils enrolled)	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		All schools	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
99 or fewer	176	7.5	26	3.5	70	5.1	1	0.3	273	5.7
100-249	846	36.0	186	25.2	346	25.0	7	2.3	1,385	29.0
250-499	804	34.3	224	30.2	457	33.1	46	15.0	1,531	32.1
500-999	405	17.3	206	27.8	370	26.8	99	32.2	1,079	22.6
1,000-1,499	74	3.0	66	8.9	92	6.7	72	23.5	304	6.4
1,500-1,999	22	1.0	24	3.2	31	2.2	48	15.6	125	2.6
2,000 or more	20	0.9	9	1.2	15	1.1	34	11.1	78	1.6
Total	2,347	100.0	741	100.0	1,381	100.0	307	100.0	4,776	100.0

CHAPTER 4

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The Teaching Personnel in Southern High Schools

THE QUALITY of the program of instruction in any high school is determined largely by the quality of the teaching personnel in its classrooms. Fine school buildings, the best equipment and teaching materials, and adequate financial support become ineffectual unless the schools are staffed with well qualified and dedicated teachers.

Investigation has proven that teachers who have advanced college training and experience and who are properly certificated in their assigned instructional areas are more effective in their teaching than are those who do not have similar qualifications. These and other factors which have some bearing on the quality of teaching in southern high schools are analyzed in this chapter.

PROFESSIONAL TRAINING OF INSTRUCTIONAL STAFF

The level of collegiate education attained by each high school teacher, principal, librarian, and counselor included in the study was obtained, and the results were classified under these headings: (1) master's degree or beyond; (2) bachelor's degree; and (3) less than a bachelor's degree. The number in each category of training was tabulated for each school and a percentage was calculated for all schools. The number and percentage of teachers, principals, librarians, and counselors at each level of training are shown in Tables 3 and 4.

In schools of all eleven southern states, the number of teachers holding a master's degree or beyond represents 25 per cent of the total teaching staff. (See Figure 4.) Some significant differences exist among the states in this measure of adequacy. There is less variation in the percentage of teachers holding bachelor's degrees than in either of the other training categories, probably because most states have established the bachelor's degree as the minimum level at which a "standard" teaching certificate may be obtained. Since nearly 98 per cent of all teachers hold at least the bachelor's degree, it is obvious that this minimum requirement for certification has lost its usefulness as a measure for discriminating or identifying difference in qualification and relative quality. Only 2.2 per cent of the teachers have not completed college.

The expectation that a high school principal hold at least the master's degree appears to be generally accepted among the southern states. Approximately 77 per cent of the principals hold the master's degree or above. None holds less than the bachelor's degree. The level of the college training of the high school principal varies widely among the states.

Data on the qualifications and working conditions of high school librarians and counselors in the

TABLE 3

College Training of High School Teachers and Principals by State

State	Teachers							Principals				
	Number of high school teachers	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Number of high school principals	Master's degree or above		Bachelor's degree	
		No.	Pct.	No.	Pct.	No.	Pct.		No.	Pct.	No.	Pct.
Alabama	8,674	2,652	30.6	5,811	67.0	211	2.4	433	401	92.6	32	7.4
Arkansas	6,083	1,235	20.3	4,479	73.6	369	6.1	483	339	70.2	144	29.8
Florida	12,515	3,551	28.4	8,773	70.1	191	1.5	324	216	66.7	108	33.3
Georgia	9,448	2,310	24.5	7,061	74.7	77	0.8	412	399	96.8	13	3.2
Kentucky	7,047	1,968	27.9	4,927	69.9	152	2.2	359	316	86.9	43	13.1
Louisiana	9,299	2,645	28.4	6,446	69.3	208	2.3	501	435	86.2	66	13.8
Mississippi	7,512	1,656	22.0	5,644	75.1	212	2.9	428	345	80.6	83	19.4
North Carolina	10,325	2,187	21.2	8,018	77.6	120	1.2	650	293	45.1	357	54.9
South Carolina	7,632	1,464	19.2	6,069	79.5	99	1.3	303	229	75.6	74	24.4
Tennessee	8,482	2,498	29.5	5,788	68.2	196	2.3	389	316	81.2	73	18.8
Virginia	11,788	2,221	18.8	9,209	78.1	358	3.1	376	311	82.7	65	17.3
Southern Region	98,805	24,387	24.7	72,225	73.1	2,193	2.2	4,658	3,600	77.3	1,058	22.7

TABLE 4

College Training of High School Librarians and Guidance Counselors by State

State	Librarians							Guidance Counselors				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
Alabama	395	160	40.5	227	57.5	8	2.0	190	140	73.7	50	26.3
Arkansas	366	71	19.4	269	73.5	26	7.1	139	84	60.4	55	39.6
Florida	391	181	46.3	203	51.9	7	1.8	398	300	75.4	98	24.6
Georgia	368	122	33.2	240	65.2	6	1.6	348	212	60.9	136	39.1
Kentucky	242	99	40.9	138	57.0	5	2.1	163	151	92.6	12	7.4
Louisiana	231	64	27.7	163	70.6	4	1.7	112	82	73.2	30	26.8
Mississippi	351	78	22.2	266	75.8	7	2.0	157	122	77.7	35	22.3
North Carolina	NOT AVAILABLE											
South Carolina	356	82	23.0	272	76.4	2	0.6	273	146	53.5	127	46.5
Tennessee	396	183	46.5	209	52.5	4	1.0	264	150	56.8	114	43.2
Virginia	NOT AVAILABLE											
Southern Region	3,096	1,040	33.6	1,987	64.2	69	2.2	2,044	1,387	67.9	657	32.1

southern states are limited primarily to the level of college training, which is reported in only nine of the eleven states. As expected, the college training of librarians and counselors is considerably higher than the training of classroom teachers. Approximately 68 per cent of the guidance counselors and 34 per cent of the librarians hold at least the master's degree. Some differences in the level of

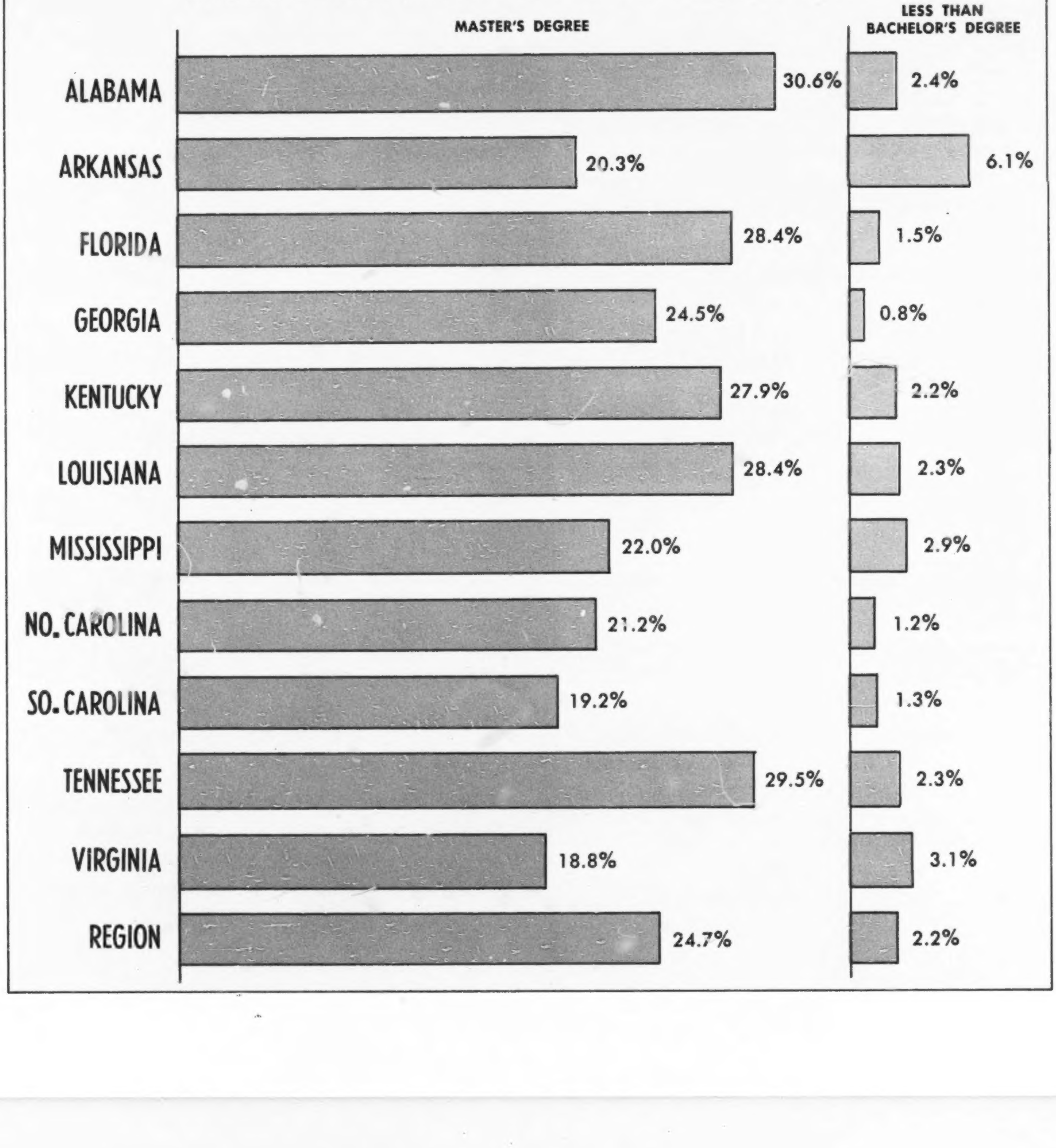


FIGURE 4
PERCENTAGE OF HIGH SCHOOL TEACHERS WITH AT LEAST A MASTER'S DEGREE AND WITH LESS THAN A BACHELOR'S DEGREE

college training of these personnel can be noted among the nine states.

Level of Training of Teachers by School Size and Organizational Pattern

Table 5 shows the college training of the high school teachers in schools grouped by size and grade organizational pattern. Two general conclusions emerge from these data: (1) In schools of each organizational pattern, the proportion of teachers with less than the bachelor's degree decreases steadily as school size increases; and (2) the percentage of teachers holding the master's degree or higher increases as school size increases, but the percentage varies among schools of different organizational patterns. In the five-year schools, for example, the proportion of teachers holding advanced degrees increases from 6.5 per cent in the smallest schools to 23.5 per cent in the largest schools. The increase is less marked in schools of other organizational patterns. The percentage of teachers holding advanced degrees in the largest schools of the other organizational patterns is approximately twice the percentage in the smallest schools.

TABLE 5

Percentage Distribution of High School Teachers by College Training, by Grade Organizational Pattern and by Size of School

School size (Pupils enrolled)	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		Total	
	Master's degree or above	Less than bachelor's degree	Master's degree or above	Less than bachelor's degree	Master's degree or above	Less than bachelor's degree	Master's degree or above	Less than bachelor's degree	Master's degree or above	Less than bachelor's degree
99 or fewer	16.9	7.7	6.5	9.1	15.8	4.0			14.5	7.7
100-249	20.3	4.6	14.1	4.3	22.5	2.2	25.8	9.0	19.0	4.0
250-499	21.4	2.7	15.4	3.3	22.7	2.5	34.4	0.6	21.0	2.7
500-999	22.0	2.0	19.5	1.8	28.7	1.9	36.5	1.4	24.4	2.0
1,000-1,499	26.1	0.7	21.9	1.3	30.6	0.7	38.0		28.9	1.1
1,500-1,999	30.9	1.0	21.0	1.2	30.4	0.8	39.6	0.7	32.1	1.0
2,000 or more	29.0	0.3	23.5	0.7	30.4	1.5	38.5	0.3	32.3	1.2
Southern Region	22.4	2.7	18.8	2.2	27.8	1.7	37.9	0.6	24.7	2.2

The most pronounced increases in the level of college training occur at enrollments below 1,000 pupils. In the three-year and four-year schools no significant increase in the percentage of teachers holding graduate degrees is noted when enrollments exceed the 1,000-1,499 pupil range. In contrast, substantial increases occur at successively higher enrollment levels in schools which enroll fewer than 500 pupils, particularly in the four-year and five-year schools. In the smallest five-year schools only 6.5 per cent of the teachers hold at least the master's degree as compared with 15.8 per cent in the smallest four-year schools and 16.9 per cent in the smallest six-year schools.

The clear-cut superiority of the three-year schools, on the basis of college training, is evidenced by the fact that in these schools the percentage of teachers with advanced training is considerably higher at each enrollment level than in schools of other organizational patterns. Further verification of the superiority of the three-year schools is provided by the correspondingly smaller proportion of teachers who have less than four years of college preparation as compared with schools of other organizational patterns. It appears that the five-year schools are decidedly inferior on the basis of these criteria, since the percentage of teachers holding advanced degrees in these schools is smaller at each enrollment level than in schools of other organizational types.

Relationship of Per Pupil Expenditure to College Training of Teachers

The level of professional training of the high school teachers is directly related to per pupil expenditure for teachers' salaries. Tables 6 and 7 show that the higher the pupil expenditure the higher the percentage of teachers with advanced training. For example, in high schools enrolling from 250 to 499 pupils and expending from $200 to $249 per pupil the percentage of teachers holding at least the master's degree is 20.7 per cent; in schools enrolling from 250 to 499 pupils and expending $550 or more per pupil the percentage of teachers holding at least the master's degree is 30.8 per cent. It should be noted, however, that much of this positive relationship is due to the fact that teacher salary schedules generally include college training as a factor and that the higher paying school districts attract the better qualified teachers. It may also be true that these are the districts that *want* better qualified staffs and use their salary policy to obtain them, putting a monetary premium on quality.

TABLE 6

Per Cent of Teachers with a Master's Degree or Above in High Schools Grouped by Size and Per Pupil Expenditure for Instructional Salaries

School size (Pupils enrolled)	Per cent of teachers with master's degree or above in schools with following per pupil expenditure range:									
	$100-$149	$150-$199	$200-$249	$250-$299	$300-$349	$350-$399	$400-$449	$450-$499	$500-$549	$550 or more
99 or fewer		3.4	12.4	11.3	10.6	13.2	11.9	29.0	15.7	19.6
100-249	11.8	15.4	18.2	20.6	20.3	23.3	24.6	20.1	16.0	25.5
250-499	15.8	20.9	20.7	21.1	29.9	25.0	18.7	22.4	18.8	30.8
500-999	18.1	23.6	24.6	33.0	30.9	30.2	23.7	38.2		11.8
1,000-1,499	20.8	25.5	30.8	35.2	38.0					
1,500-1,999	24.5	27.7	35.0	35.1	32.1	37.6				
2,000 or more	7.4	31.4	33.1	29.3		47.4				
Southern Region	17.6	23.5	26.3	28.2	26.5	27.2	21.7	23.4	16.6	22.3

TABLE 7

Per Cent of Teachers with Less than a Bachelor's Degree in High Schools Grouped by Size and Per Pupil Expenditure for Instructional Salaries

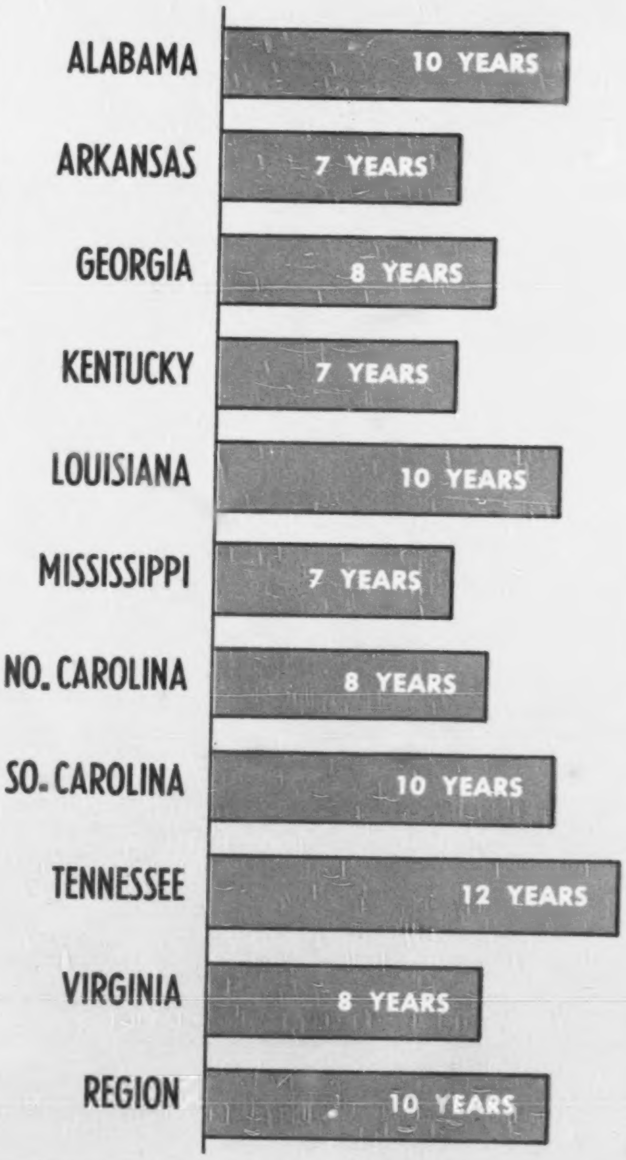
School size (Pupils enrolled)	Per cent of teachers with less than a bachelor's degree in schools with following per pupil expenditure range:									
	$100-$149	$150-$199	$200-$249	$250-$299	$300-$349	$350-$399	$400-$449	$450-$499	$500-$549	$550 or more
99 or fewer	18.8	16.9	13.3	6.2	8.3	5.8	12.9	4.7	5.6	3.1
100-249	8.5	5.3	3.6	3.9	3.5	3.2	4.3	2.4	4.1	2.3
250-499	2.6	2.7	2.4	3.0	3.4	1.5	3.2	1.7	1.0	2.6
500-999	2.5	1.7	1.9	1.7	2.8	3.3	2.6	1.8		3.9
1,000-1,499	1.6	1.1	0.8	1.5	0.4					
1,500-1,999	2.4	0.8	1.0	1.5	0.8	1.1	0.8			
2,000 or more	0.8	1.5	0.9	3.1		0.4				
Southern Region	2.7	2.1	1.8	2.5	3.2	2.5	4.7	2.5	3.7	2.8

TEACHING EXPERIENCE

Although each of the eleven southern states has a large corps of experienced high school teachers (See Figure 5), a wide range of teaching experience exists among teachers in schools of all sizes and organizational patterns. As shown in Table 8, the interquartile range is generally in the vicinity of 12 to 15 years. A few exceptions to this condition exist.

FIGURE 5

MEDIAN YEARS OF TEACHING EXPERIENCE OF HIGH SCHOOL TEACHERS



The size of the high school bears little relationship to the level of experience of the teachers, but teaching experience is influenced to some extent by the grade organizational pattern of the school. The number of years of experience at both the first and third quartile is lowest in the five-year schools which enroll 1,500-1,999 pupils and highest in the three-year schools which enroll 1,000-1,499 pupils.

In the five-year schools and the six-year schools, the most experienced teachers—as indicated by both median and interquartile range—are in schools which enroll from 250-499 pupils. For example, teachers in the six-year schools which enroll 250-499 pupils have a median of 8.7 years of teaching experience as compared with a median of 6.9 years on the part of teachers in the largest six-year schools. Similarly, the interquartile range decreases from 14.7 years in six-year schools which enroll 250 to 499 pupils to 12.7 years in schools of the same organizational pattern which enroll 2,000 or more pupils.

Variations in the amount of teaching experience are equally pronounced in schools of other organizational patterns, although they occur at different enrollment levels. Teachers in the three-year schools that enroll 100-249 pupils are less experienced than are teachers in three-year schools of all other sizes, on the basis of both median and interquartile range. Teachers in this category have a median of 7.0 years of experience and an interquartile range of 11.4 years of experience, as compared with a median of 12.5 years and an interquartile range of 21.6 years on the part of teachers in three-year schools that enroll 1,000-1,499 pupils. The latter category comprises the most experienced group of teachers.

On the basis of stability of median and interquartile range, the four-year schools have a more

TABLE 8

Teacher Experience at First Quartile, Median, and Third Quartile in High Schools Grouped by Size and by Organizational Pattern

	Years of Teaching Experience											
	Grades 7-12			Grades 8-12			Grades 9-12			Grades 10-12		
Enrollment	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
99 or fewer	2.7	7.7	15.5	2.1	7.4	14.0	2.5	8.0	16.8			
100-249	2.8	8.7	17.5	3.0	8.6	16.0	3.2	8.6	17.0	2.4	7.0	13.8
250-499	3.3	8.6	18.0	3.0	8.3	16.0	3.1	8.7	18.0	4.1	9.2	20.7
500-999	3.1	8.3	17.5	2.9	8.3	16.5	3.4	8.9	18.5	3.7	9.1	19.8
1,000-1,499	2.7	8.0	15.0	2.5	7.7	16.0	3.3	8.9	19.3	6.5	12.5	21.6
1,500-1,999	3.2	8.3	16.5	1.7	6.5	13.5	3.2	8.6	19.0	4.1	10.5	21.0
2,000 or more	2.1	6.9	14.8	1.8	6.5	13.0	2.8	8.9	20.4	2.9	8.5	19.5

uniform balance of experienced and inexperienced teachers than do schools of other organizational patterns. The maximum variation in median teaching experience is only 0.9 years in the four-year schools as compared with 1.8 years in the six-year schools, 2.1 years in the five-year schools, and 3.5 years in the three-year schools. Variations in interquartile range follow a similar trend.

TEACHER CERTIFICATION

The practice of teacher certification is based on the assumption that teacher certification is related to teacher competence. It was assumed in this study, therefore, that teachers who were properly certificated in their assigned instructional areas were more proficient than teachers who were not properly certificated, other factors being equal. Thus it was concluded that schools in which a lower percentage of pupils taught by noncertificated teachers were superior to other schools, on the basis of this criterion.

Table 9 shows by school size and by organizational pattern the percentage of pupils taught by noncertificated teachers. An examination of the data warrants two conclusions: (1) The percentage of pupils taught by noncertificated teachers decreases as school size increases; and (2) the percentage of pupils taught by noncertificated teachers decreases as organizational patterns approach the three-year structure. The smallest five-year schools have the highest percentage of pupils taught by noncertificated teachers (20.7 per cent), and the largest three-year schools have the lowest percentage (1.0 per cent).

Generally, the greatest variation in the percentage of pupils taught by noncertificated teachers is in schools which enroll fewer than 500 pupils. In the six-year schools, the percentage decreases from 19.5 per cent in schools which enroll fewer than 100 pupils to 10.5 per cent in schools which enroll 250-499 pupils. The percentage in five-year schools of comparable size decreases from 20.7 per cent to 11.3 per cent. In schools which enroll 500-1,499 pupils, changes in school size produce much smaller variations in the percentage of pupils taught by noncertificated teachers. For example, the percentage in four-year schools that enroll 500-999 pupils is 7.6 per cent as compared with 6.0 per cent in schools of the same organizational pattern that enroll 1,500-1,999 pupils. Similarly small decreases occur in the larger schools of other organizational patterns as school size increases, but it is significant to note that these schools *start* with a lower percentage and, therefore, have less potential for decreases.

In all except the smallest schools, the percentage of pupils taught by noncertificated teachers is lower in three-year schools than in schools of other organizational patterns. Conversely, the highest percentage at most enrollment levels is in the six-year schools.

On the basis of total percentages shown in Table 9, the percentage of pupils taught by noncertificated teachers is much lower in the large schools than in the small schools. The percentage decreases progressively from a high of 18.3 per cent in the smallest schools to a low of 2.0 per cent in the largest schools. The data are similar when the schools are compared on the basis of organizational pattern, in that the percentage decreases from 10.0 per cent in the six-year schools to 3.0 per cent in the three-year schools.

The mutuality of relationship between school size and percentage of pupils taught by noncertificated teachers is indicated by the following negative correlation coefficients:

Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	All Schools
-.2039	-.2333	-.3116	-.3224	-.2586

These results tend to substantiate the conclusion that school size bears an inverse relationship to the percentage of pupils taught by noncertificated teachers. The classification of type of school organizational pattern as a factor in this relationship is also verified.

Data on the percentage of pupils taught by noncertificated teachers in each major subject area are reported as regional summaries in Part III, Section A, and by individual state and by size of school in Section B. These data show that the high schools have their major difficulties in teacher assignments in the subject areas of mathematics, science, and foreign languages. Table 10 shows that the intensity of this particular problem varies somewhat among the states. Lack of uniformity in certification standards among the states lessens the validity of direct comparison on this criterion of quality instruction.

TABLE 9

Per Cent of High School Pupil-Class Units* Taught by Teachers without Subject Endorsement on Teaching Certificate by Grade Organizational Pattern and by Size of School

School size (Pupils enrolled)	Organizational Pattern				Total
	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	
99 or fewer	19.5	20.7	11.2		18.3
100-249	15.1	10.1	7.5	11.6	13.9
250-499	10.5	11.3	8.6	6.9	10.0
500-999	8.1	8.5	7.6	5.5	7.7
1,000-1,499	8.0	5.1	7.1	3.8	6.2
1,500-1,999	8.4	3.9	6.0	1.0	4.2
2,000 or more	4.0	2.3	1.1	1.0	2.0
Region	10.0	8.3	7.2	3.0	7.9

* Pupil-Class Units equal total enrollment in all classes.

TABLE 10

Percentage of Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate, by State

	Per cent of pupils taught by teachers not holding certificated endorsement in the subject:		
State	Mathematics	Science	Foreign Language
Alabama	9.6	3.9	4.4
Arkansas	18.1	15.5	18.2
Florida	7.9	9.9	11.7
Georgia	10.0	13.9	6.6
Kentucky	15.7	4.8	8.0
Louisiana	4.9	7.8	5.5
Mississippi	7.3	4.6	7.3
South Carolina	9.5	7.9	6.0
Virginia	7.7	12.8	3.2
Southern Region	9.6	9.0	7.2

As revealed by Table 11, a negative relationship exists between the per pupil expenditure for instructional salaries and the percentage of pupils taught by noncertificated teachers. Of the two factors, school size and per pupil expenditure, larger enrollment seems to be more influential in reducing the percentage of pupils taught by noncertificated teachers than does per pupil expenditure.

TABLE 11

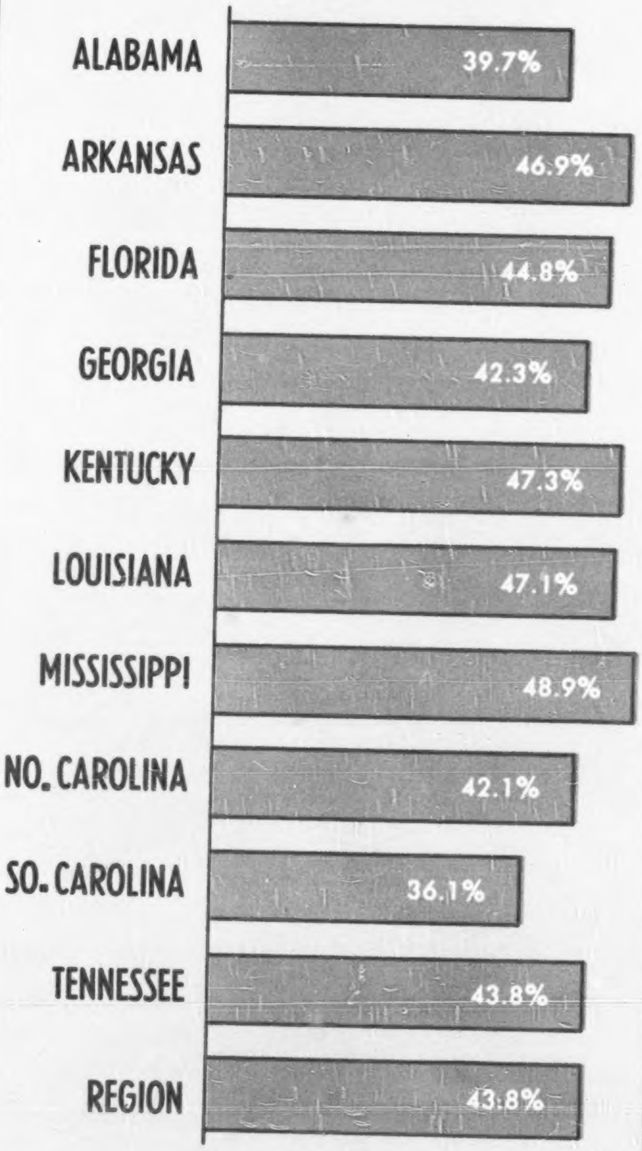
Per Cent of Pupil-Class Units Taught by Teachers without Subject Endorsement on Teaching Certificate, by Size of School and by Per Pupil Expenditure for Instructional Salaries

School size (Pupils enrolled)	Per cent of pupil-class units taught by teachers without subject endorsement on teaching certificate in schools in following per pupil expenditure categories:									
	$100-$149	$150-$199	$200-$249	$250-$299	$300-$349	$350-$399	$400-$449	$450-$499	$500-$549	$550 or above
99 or fewer	63.8	25.7	29.2	20.1	21.7	13.8	18.7	13.1	9.5	7.8
100-249	19.8	17.4	11.1	12.4	10.1	3.0	5.6	5.9	4.4	3.4
250-499	10.7	7.8	7.1	7.3	2.6	1.4		1.7		4.8
500-999	6.4	5.9	5.5	4.1	3.9	2.4		4.8		
1,000-1,499	6.6	3.6	2.3	2.3	0.9					
1,500-1,999	0.7	2.0	2.9	0.9	0.1					
2,000 or more	0.9	1.1	1.7	0.5		4.6				
Region	8.1	5.8	4.8	5.3	6.4	6.3	4.6	5.7	4.4	5.2

SEX OF TEACHERS AND PRINCIPALS

As shown in Figure 6, the women teachers outnumber the men teachers almost three to two in the region's high schools. This ratio varies some among the states. Mississippi, Louisiana, and Kentucky come very close to the desired balance of 50 per cent of the high school faculty being men. South Carolina and Alabama have the smallest percentage of men teachers among the states—36.1 per cent and 39.7 per cent respectively.

FIGURE 6
PERCENTAGE OF MEN TEACHERS IN HIGH SCHOOLS



It is general practice for the high school principal to be a man. Less than 3 per cent of the high school principals of the region are women. Less than 1 per cent of the high school principals in Tennessee are women as contrasted to 4.7 per cent in Kentucky.

TEACHING LOAD FACTORS

The total work load of secondary school teachers embraces a multiplicity of factors. Since data pertaining to each of these factors were not available in quantifiable, uniformly recorded form, it was necessary to select certain reported components from which an adequate measure of teacher load might be obtained. The following three factors were selected as measures of major elements in teacher load: (1) class size, (2) pupil-teacher ratio, and (3) the total number of pupils taught daily The results of the analyses of the findings relating to these factors are reported in this section.

Class Size

Authorities generally have agreed upon an average class size of 25 pupils as being desirable from the standpoint of instructional effectiveness. By this reasoning, a class size range of 20-30 pupils may be considered as being an optimum range. Figure 7 shows the percentage distribution of all classes in each of the eleven states by the three size categories: 20 or fewer pupils, 21-30 pupils, and more than 30 pupils. The percentage of all classes in the optimum class size category of 21-30 pupils ranges from a low of 39.5 per cent in Arkansas to a high of 47.6 per cent in Kentucky. Thus more than 50 per cent of all high school classes in each state can be classified as either too small for the most effective staff utilization or too large to promote maximum staff effectiveness.

Class size may not affect the quality of instruc-

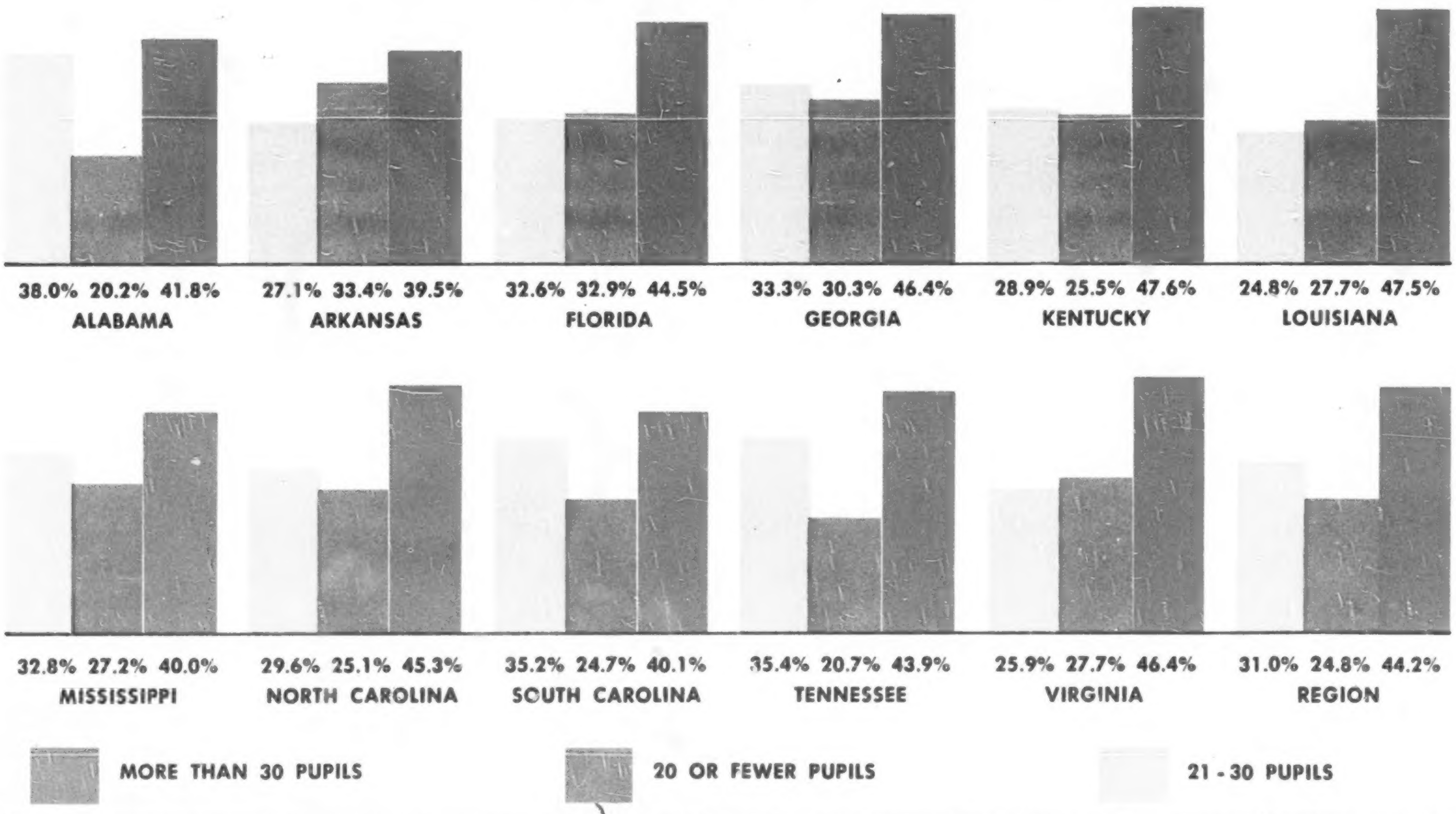


FIGURE 7

PER CENT OF ALL HIGH SCHOOL CLASSES, BY SIZE CATEGORY

tion equally in each subject area. Quality instruction in physical education and choral music, for example, may not be adversely affected by class sizes exceeding 30 pupils. Table 12 shows the percentage of classes with pupil enrollments in excess of 30 pupils in each subject area in each of the eleven states. As expected, class sizes exceed 30 pupils more often in the areas of physical education and music and less often in the areas of trades and industrial education, agriculture, industrial arts, home economics, and business education. The problem areas are language arts, science, mathematics, and social studies. More than one-third of the classes taught in each of these four areas in the southern region contain more than 30 pupils.

The schools were grouped on the basis of enrollment and type of organizational pattern, and the data were arranged in ascending order of class size. The median size of classes in schools equal in enrollment and organizational pattern was calculated as a measure of central tendency, and the first and third quartiles were calculated as a measure of variability.

Table 13 gives data on class size for the high schools grouped by size and by grade organizational pattern. Two significant patterns are revealed by the data: (1) within schools of similar organizational patterns, class sizes at the first quartile, the median, and the third quartile show a consistent upward trend as school size increases; and (2) interquartile ranges generally decrease as school size increases. Class size is more uniform in the three-year schools, as evidenced by the smaller variations in median and interquartile range. The greatest varia-

TABLE 12

Per Cent of High School Classes with Pupil Enrollments in Excess of Thirty Pupils, by Subject and by State

State	Per cent of classes with pupil enrollments in excess of thirty pupils in following subjects:												
	Lang. Arts	Math	Science	Social Studies	Foreign Lang.	Phys. Educ.	Music	Art	Bus. Educ.	Home Econ.	Agriculture	Indus. Arts	T and I Educ.
Alabama	41.5	39.4	40.6	44.6	20.5	68.9	46.3	18.0	20.9	5.2	5.4	8.7	2.6
Arkansas	30.3	29.4	29.0	33.9	10.6	45.6	39.1	18.5	11.6	4.7	4.1	7.1	5.9
Florida	33.1	35.5	36.1	43.1	20.5	54.1	46.1	19.4	18.9	4.5	2.6	8.2	0.8
Georgia	35.0	36.3	35.7	39.2	21.4	51.5	51.9	28.3	25.6	9.0	6.9	0.7	10.5
Kentucky	30.1	31.1	32.1	35.8	10.1	36.4	39.3	16.5	18.9	1.2	1.2	3.0	0.5
Louisiana	25.1	25.4	26.5	27.0	14.4	39.1	39.3	22.6	12.6	5.5	5.6	7.3	4.8
Mississippi	39.3	38.7	37.6	43.2	8.0	44.3	36.4	24.5	9.5	5.5	7.3	9.0	5.3
North Carolina	32.7	36.2	31.8	42.4	21.2	43.5	51.0	17.7	28.7	4.6	3.7	5.0	6.6
South Carolina	42.1	40.1	40.9	45.7	17.6	48.6	41.0	11.9	15.8	10.7	9.0	8.8	0.6
Tennessee	39.3	37.4	40.6	43.3	20.8	56.1	47.3	25.2	30.0	**	**	6.5	6.6
Virginia	26.8	26.3	24.6	33.7	11.0	58.4	41.3	6.0	15.6	3.1	1.4	2.2	0.8
Region	33.8	34.1	33.9	39.4	16.9	50.6	43.4	17.8	19.9	5.4	4.7	5.7	3.8

** Included in Trade and Industrial Education.

TABLE 13

Class Size at First Quartile, Median, and Third Quartile in Southern High Schools Grouped by Size and by Organizational Pattern

School size (Pupils enrolled)	Grades 7-12			Grades 8-12			Grades 9-12			Grades 10-12		
	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3	Q_1	M	Q_3
99 or fewer	6	13	18	6	13	19	8	15	21			
100-249	13	20	27	13	21	28	15	21	29	15	22	28
250-499	18	25	32	18	25	32	19	25	31	18	24	29
500-999	20	26	32	21	27	32	21	27	32	21	27	31
1,000-1,499	24	28	32	22	28	32	23	28	32	23	28	32
1,500-1,999	24	29	33	22	27	32	24	28	33	23	28	32
2,000 or more	24	28	32	24	29	33	24	29	33	24	29	33

tions in class size occur in schools which enroll fewer than 500 pupils. In schools which enroll 1,000 or more pupils, variations in class size are considerably less marked than in the smaller schools. For example, the median size of classes in all schools whose enrollment exceeds 1,000 pupils is approximately 28, whereas in the smaller schools the median varies from 13 in schools of less than 100 pupils to 25 in schools of 250-499 pupils.

The extreme variations in class size in the smaller schools are also indicated by larger interquartile ranges in these schools. In schools of each organizational type, the interquartile range is smaller and more consistent in schools which enroll 1,000 or more pupils than in schools of smaller sizes. The variation in interquartile range in the larger schools is negligible, thus indicating a more uniform pattern of class size in these schools as compared with smaller schools.

On the basis of both median and interquartile range, less variation in class size is noted in the three-year schools than in schools of other organizational patterns and comparable size. The median class size in the three-year schools increases from 22 in the smallest schools to 29 in the largest schools, whereas in the five-year schools and six-year schools the median varies from 13 to 29. Variations in interquartile range follow a similar trend. This consistency at the upper end of the accepted range indicates maximum efficiency in staff utilization in the larger three-year high schools, and therefore maximum economy in the use of their better trained personnel.

Pupil-Teacher Ratio

As the term is used here, pupil-teacher ratio is the numerical ratio between total school enrollment and total number of professional staff members assigned to a school. This is about the same measure as "staffing ratio" expressed usually as number of professional personnel per 1,000 students. Pupil-teacher ratio is similar to class size in that both factors measure certain aspects of teacher load. However, since the determination of pupil-teacher ratio is based upon both teaching and nonteaching staff personnel, the measure of teacher load afforded by pupil-teacher ratio is less direct than that afforded by class size. In effect, the pupil-teacher ratio provides an indication of two factors: (1) the relative availability of professional staff members, and (2) per-pupil costs, assuming an equality of cost factors other than staff salaries.

The pupil-teacher ratio for each group of high schools of comparable size and organizational pattern is presented in Table 14. The data reveal the following: (1) Pupil-teacher ratio increases as school size increases, up to enrollments of 1,000 pupils; and (2) with one exception, pupil-teacher ratio increases as organizational patterns approach the three-year structure. The sole exception to the latter conclusion is in the five-year schools, which have a slightly lower pupil-teacher ratio than do the six-year schools. In all except the three-year schools,

TABLE 14

Median Pupil-Teacher Ratio in High Schools Grouped by Size and Grade Organizational Pattern

School size (Pupils enrolled)	Pupil-teacher ratio in following organizational patterns:				
	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Total
99 or fewer	13.7	11.6	17.0		12.0
100-249	20.1	18.2	22.0	17.6	20.4
250-499	24.4	22.4	24.5	21.1	23.9
500-999	26.1	23.7	24.8	23.5	25.0
1,000-1,499	26.6	22.8	25.1	24.2	25.1
1,500-1,999	26.2	23.1	24.5	25.2	25.0
2,000 or more	26.0	23.8	24.8	26.4	25.6
Region	22.9	22.0	23.9	24.1	23.2

no substantial variation in pupil-teacher ratio occurs when enrollments exceed 1,000 pupils. In the three-year schools, the pupil-teacher ratio increases steadily as school enrollments increase. In general, these findings closely parallel the findings derived from the class size data.

Number of Pupils Taught Daily

Table 15 shows that the average number of pupils taught daily in schools of each organizational pattern increases as school size increases, up to an enrollment of 1,000 pupils. Beyond that point, no significant variation in number of pupils taught daily occurs in schools of most organizational patterns. In the three-year schools, however, average daily pupil load continues to increase as school size increases up to enrollments of 2,000 or more pupils.

TABLE 15

Average Number of Pupils Taught Daily by Teachers in High Schools Grouped by Size and by Organizational Pattern

School size (Pupils enrolled)	Average number of pupils taught daily in following organizational patterns:				
	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Total
99 or fewer	75	69	61		72
100-249	97	91	72	72	91
250-499	114	110	91	105	107
500-999	129	113	101	101	114
1,000-1,499	136	111	114	113	119
1,500-1,999	141	113	125	115	122
2,000 or more	133	117	123	121	124
Region	118	110	101	112	111

The pattern revealed by Table 15 is basically similar to that which is noted when other teacher load factors are analyzed. Teachers in small schools teach fewer pupils than teachers in larger schools. For example, assuming that each teacher teaches five classes per day, teachers in the smallest schools teach classes which average 12-15 pupils in size, while teachers in the largest schools teach classes which average 24-27 pupils in size. Since an average class enrollment of 25 pupils is generally accepted as optimum, it is evident that the smaller schools are far below the optimum level on the basis of this criterion.

It should be noted that Table 15 contains average data. In all probability, extremes exist both above and below the average. As indicated earlier, the total work load of a teacher includes factors other than pupil load. The low pupil load of teachers in smaller high schools may be more than offset by the burden of making five or six different preparations daily. Thus, when all factors are considered, the total work load of teachers in small high schools may be equal to the work loads of teachers in the largest high schools. However, the fact remains that small high schools are not deriving full benefit from their teaching personnel, in terms of teaching load, and as a consequence are less efficient and more costly. The teachers work as hard but do not have an equivalent chance for comparable effectiveness.

SALARIES OF HIGH SCHOOL TEACHERS AND PRINCIPALS

On a percentage basis, greater progress has been made toward improving teachers' salaries in the eleven southern states than in any other region of the nation, but classroom teachers and other members of the instructional staff in the South still continue to earn less, on the average, than anywhere else in the nation. The salaries of all instructional personnel in the eleven southern states were only 80 per cent of the national average in 1962-63, but in 1939-40 they were only 57 per cent of the national average.* The average salary for high school teachers in the region in 1962-63 was also approximately 80 per cent of the national average.**

Not only is the southern region at a distinct disadvantage salary-wise in competing with other regions for qualified high school teachers, but very pronounced state salary differences exist within the region as well. As shown in Figure 8, the median annual salary received by high school teachers in 1962-63 ranged from $3,585 in Mississippi to $5,337 in Louisiana. The median annual salary of teachers in all eleven states combined was $4,467. Medians do not tell the whole story, however. Approximately 13 per cent of the region's high school teachers received salaries of $3,500 or less in 1962-63, and only 33 per cent of the teachers received more than $5,000. (See Table 16.)

Figure 9 shows the median annual salary received by high school principals in 1962-63 ranged from $5,136 in Arkansas to $8,688 in Louisiana. The median annual salary received by principals in all the states combined was $6,732. Only 3.2 per cent of all principals received more than $10,000 and approximately 32 per cent received $6,000 or less. (See Table 17.)

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* National Education Association, Research Division, *Economic Status of Teachers in 1962-63.* Research Report 1963-R9. Washington, D. C.: The Association, August, 1963, p. 5.

** National Education Association, Research Division. *Estimates of School Statistics,* 1963-64. Research Report 1963-R.16. Washington, D. C.: The Association, December, 1963, p. 24.

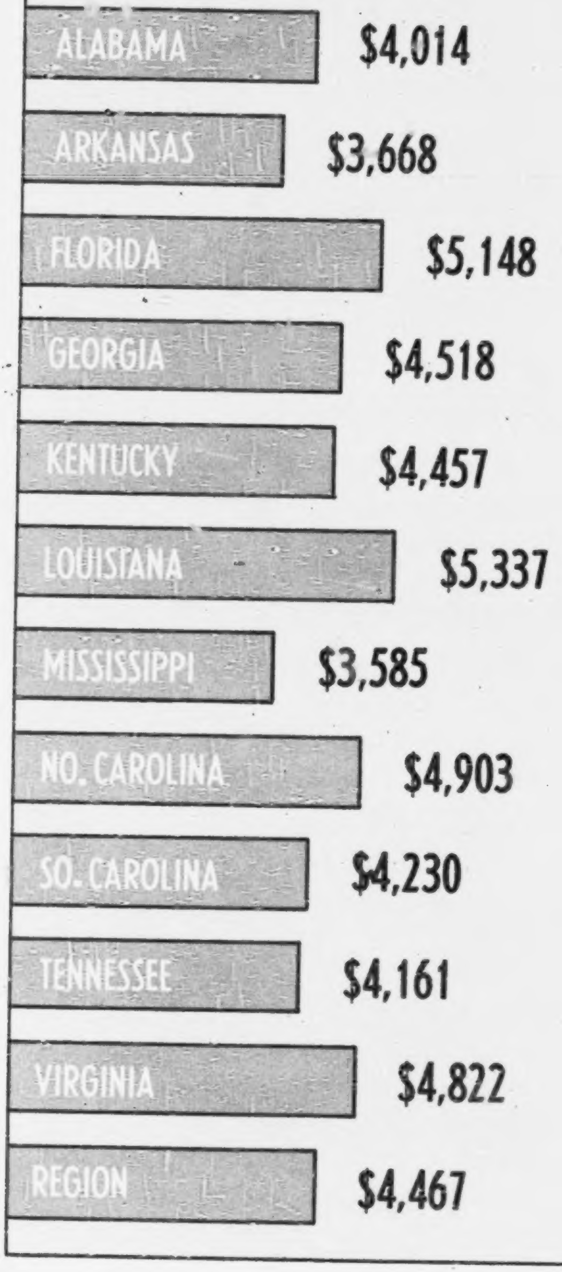
FIGURE 8
MEDIAN ANNUAL SALARIES
OF HIGH SCHOOL TEACHERS

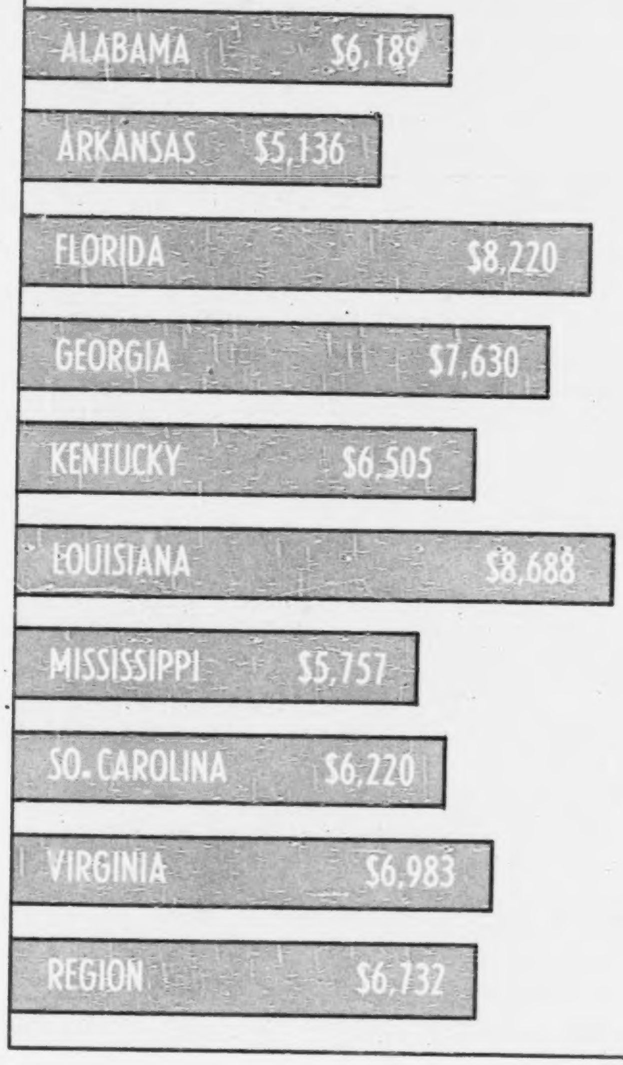
FIGURE 9
MEDIAN ANNUAL SALARIES
OF HIGH SCHOOL PRINCIPALS

TABLE 16

Annual Salaries of High School Teachers by State

State	Number of high school teachers	Per cent of high school teachers whose salaries fall in following salary ranges:											
		$2,500 or less	$2,501 - 3,000	$3,001 - 3,500	$3,501 - 4,000	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 and above
Alabama	8,674	1.0	1.0	11.6	35.7	24.6	12.2	8.1	4.8	0.7	0.1	0.1	0.1
Arkansas	6,083	2.5	9.0	28.7	29.1	14.3	8.7	4.2	2.3	0.7	0.2	0.2	0.1
Florida	19,643	5.0	1.2	1.2	7.4	14.7	15.8	15.9	13.0	10.4	6.7	3.3	5.4
Georgia	9,448	0.5	0.2	1.7	15.8	31.1	19.2	11.7	7.0	4.9	4.1	2.6	1.2
Kentucky	7,047	0.6	1.3	0.5	15.0	35.7	19.2	10.9	7.7	6.9	1.0	0.5	0.7
Louisiana	9,299	0.3	0.3	6.1	15.8	10.9	10.6	8.9	22.1	12.3	6.9	2.7	3.1
Mississippi	7,512	5.2	8.7	32.1	23.4	12.3	8.3	4.4	2.9	1.2	0.8	0.3	0.4
North Carolina	10,325	0.1	0.1	1.6	20.4	16.9	13.5	24.7	13.0	3.8	4.1	0.8	1.0
South Carolina	7,632	5.2	3.0	10.3	21.6	21.5	16.9	10.7	6.0	2.9	1.2	0.6	0.1
Tennessee	8,484	0.6	3.4	13.9	25.7	19.8	16.7	13.3	5.8	0.6		0.1	0.1
Virginia	11,788	0.9	0.8	2.0	9.4	19.1	27.6	12.2	11.9	6.8	3.4	1.8	4.1
Southern Region	98,807	1.9	2.2	8.5	18.9	19.8	15.8	12.2	9.5	5.1	3.0	1.4	1.7

TABLE 17

Annual Salaries of High School Principals by State

State	Number of high school principals	Per cent of high school principals whose salaries fall in following salary ranges:													
		$4,000 or less	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 - 8,000	$8,001 - 8,500	$8,501 - 9,000	$9,001 - 9,500	$9,501 - 10,000	$10,001 and above
Alabama	433		2.8	5.8	12.5	18.9	26.5	15.0	7.6	6.5	3.7	0.5			0.2
Arkansas	483	14.7	12.6	17.8	18.0	19.4	8.1	4.3	3.5	0.8	0.2		0.2	0.2	0.2
Florida	324	0.9		0.6	0.3	1.5	5.6	6.5	12.1	17.6	11.1	12.7	4.9	26.2	
Georgia	412	0.7		0.7	0.7	2.4	6.1	18.7	17.2	13.4	12.6	7.8	5.8	5.1	9.5
Kentucky	359		1.4	1.1	4.7	25.6	17.0	20.6	12.0	9.2	2.8	1.7	3.3	0.6	
Louisiana	501		0.2		0.2	0.4	1.8	3.8	7.6	12.6	13.0	27.7	17.7	6.6	8.4
Mississippi	428	1.4	5.4	11.0	19.6	24.5	15.2	10.7	4.9	3.3	2.6	0.7			0.7
North Carolina							NOT AVAILABLE								
South Carolina	303	1.7	3.3	10.2	12.5	16.5	13.2	13.6	11.6	9.6	4.0	1.7	1.0	1.0	0.1
Tennessee							NOT AVAILABLE								
Virginia	376	0.3		0.5	2.1	7.2	17.6	23.1	14.6	8.8	6.4	3.7	5.1	2.9	7.7
Southern Region	3,619	2.5	3.1	5.5	8.1	12.9	12.1	12.5	9.7	8.7	6.3	6.7	4.4	4.3	3.2

SUMMARY OF FINDINGS

Data relating to various factors which have some bearing on the quality of teaching in southern high schools have been analyzed. The highlights of the analysis are summarized in the following paragraphs:

Qualifications of the Instructional Staff

1. **Nearly all (98 per cent) of the teachers in southern high schools hold a bachelor's degree.** This is the minimum level of teaching required by most states for a "standard" teaching certificate.

2. **Only 25 per cent of the teachers have a master's degree or above.** The region has a long way to go in achieving the goal of each high school teacher's holding the master's degree as a minimum.

3. **Seventy-seven per cent of the high school principals hold at least the master's degree. Approximately 68 per cent of the guidance counselors and 34 per cent of the librarians hold the master's degree or above.**

4. **The college preparation of high school teachers correlates positively with the size of the school in which they teach.** The larger the high school the better chance a pupil has to be instructed by a teacher with an advanced degree and the less chance to be instructed by a teacher without a college degree.

5. **The level of professional training of the high school teachers is directly related to the per pupil expenditures for teachers' salaries.** The higher the per pupil expenditure within a given school size category, the higher the percentage of teachers holding a master's degree and the lower is the percentage of teachers holding less than a bachelor's degree.

6. **The grade organizational pattern of the high school bears a positive relationship to the level of college preparation of the teachers.** The three-year schools have a higher percentage of teachers holding college degrees, both bachelor's and advanced, than do schools of other organizational patterns and comparable enrollment size. The five-year schools have a smaller percentage of teachers with less than a bachelor's degree than do schools of other organizational patterns.

7. **Each southern state has a large core of experienced high school teachers.** Teaching experience varies widely, however, among teachers in schools of all sizes and grade organizational patterns.

8. **The size of the high school bears little relationship to the level of experience of the teachers, but teaching experience relates to some extent to the grade organizational pattern of the high school.** Teachers in the three-year schools are more experienced than teachers in schools of comparable size in other grade organizational patterns. Teachers in five-year schools have less teaching experience than teachers in schools of other grade organizational patterns.

9. **A negative relationship exists between school size and the percentage of pupils taught by noncertificated teachers.** As enrollments increase, the percentage of pupils taught by teachers without certificate endorsement for the subject taught decreases.

10. **The chance for a high school pupil to be taught by a noncertificated teacher depends to some extent upon the grade organizational pattern of the school.** The percentage of pupils taught by noncertificated teachers is smallest in the three-year schools, followed in order by the four-year schools, the five-year schools, and the six-year schools.

11. **A negative relationship exists between the per pupil expenditure for instructional salaries and the percentage of pupils taught by noncertificated teachers.** Of the two factors—

school size and per pupil expenditure—larger enrollment seems to be a more significant factor in reducing the percentage of pupils taught by noncertificated teachers.

Working Conditions of Teachers

12. **More than 50 per cent of all high school classes in each of the eleven states can be classified as either too small for the most efficient staff utilization or too large to promote maximum staff effectiveness.** Generally authorities recommend an average class size of 25 pupils within a size-range of from 20 to 30 pupils.

13. **A positive relationship exists between school enrollment size and class size in schools of each organizational pattern, up to enrollments of 1,000 pupils.** Little variation in class size is noted in schools with enrollments above 1,000 pupils. The greatest variation in class size occurs in schools which enroll fewer than 500 pupils. Class size is more stable in the three-year schools than in schools of other grade organizational patterns.

14. **The class-size problem areas in southern high schools are the areas of language arts, science, mathematics, and social studies.** More than one-third of the classes taught in each of these four areas in the southern region contain more than 30 pupils.

15. **A positive relationship exists between school size and pupil-teacher ratio in schools of each grade organizational pattern, up to enrollments of 1,000 pupils.** Except in the three-year schools, no appreciable increase in pupil-teacher ratio occurs when enrollments exceed 1,000 pupils. In the three-year schools, pupil-teacher ratio continues to increase as enrollments increase to 2,000 or more pupils.

16. **On the measure of total teaching load, small high schools are not deriving full benefit from their teaching personnel.** The smallest high schools teach classes which average 12-15 pupils in size, whereas teachers in the largest schools teach classes which average 24-27 pupils in size. The average number of pupils assigned daily to each teacher ranges from 72 pupils in the smallest size category of schools to 124 pupils in the largest schools.

17. **Salaries of classroom teachers, principals, and other instructional personnel in the South are not competitive with salaries paid elsewhere in the nation.** The average salary of all instructional personnel in the eleven states was only 80 per cent of the national average in 1962-63. The average salary for high school teachers in the region was also approximately 80 per cent of the national average.

CHAPTER 5

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Program of Curricular Offerings

THE ADEQUACY of school instructional programs is largely dependent upon the breadth or scope of the program of curricular offerings. This factor is measurable in terms of the number and variety of subject areas and courses available to school pupils. Although scope is not presumed to be synonymous with quality, the two terms are closely related as they apply to school programs.

In this study, various elements of the program of course offerings were tabulated for each state and were examined separately in an effort to determine their relationship to school size and grade organizational pattern. In order to insure a valid comparison of curricular program adequacy on the basis of school size and grade organizational pattern, only courses offered above the eighth grade level were included.

TOTAL COURSE OFFERINGS

For purposes of this study, course offerings were classified according to the following subject areas: English, mathematics, science, social studies, foreign languages, agriculture, art, business education, home economics, industrial arts, music, physical education, and vocational. Although commonly labeled as vocational, courses in agriculture, business education, and home economics were listed under separate headings because they were more frequently offered than other vocational courses. The remaining vocational courses, consisting primarily of trade and industrial training, diversified occupations, and distributive education, were grouped in the "vocational" category. The criterion of training in a saleable skill was not pertinent at this point. Courses in the categories of English, mathematics, science, social studies, and foreign languages were designated "academic." Courses in all other subject areas were designated "nonacademic."

No attempt was made to reconcile differences in the amounts of Carnegie credit assigned to various courses by different schools. Rather, all courses offered were assigned an equal value of *one,* regardless of the amount of Carnegie units of credit involved. For example, if a school offered four courses in mathematics, the number *four* was recorded, even though the Carnegie credit value may have been different for each course. By this means it was possible to maintain consistency in the treatment of this factor.

The data show that opportunities for youth to enroll in courses in the various subject areas vary among the states. For example, 47.9 per cent of the high school pupils in Mississippi attend high schools offering fewer than four course units in science as compared with only 5 per cent of the high school pupils in Virginia. (See Table 46, p. 107.) Approximately 41 per cent of the Mississippi high school pupils attend high schools which offer no foreign language as compared with less than 1 per cent of the pupils in North Carolina. (See Table 43, p. 105.) The modal number of course units offered in each subject area by state is shown in Table 18.

Far too many southern youth, with the ability and interest to profit therefrom, do not have the opportunity to elect the variety of courses necessary to their academic, vocational, and avocational needs. As shown in Table 19, 13 per cent of the high school pupils in grades 9-12 attend schools offering no foreign language, 57 per cent have no opportunity to take a course in art, 14 per cent are being denied a music course, and 38 per cent have no course offerings in industrial arts. The fact that 59 per cent are in schools which offer no courses in trade and industrial education is impossible to reconcile with the pronounced shift in the patterns of gainful employment in the southern states (See Chapter 2.)

As shown in Table 20 and Table 21, wide variations exist in the total number of courses available to high school pupils in the eleven states. For example, more than 70 per cent of the high schools in Arkansas, enrolling approximately 40 per cent of the pupils, offer 30 or fewer courses. Less than 5 per cent of the high schools of Virginia, enrolling less than 1 per cent of the pupils, offer 30 or fewer courses. In Florida 75 per cent of the high school pupils are in schools which offer more than 50 courses, whereas the comparable percentage of Mississippi high school pupils is 4 per cent.

TABLE 18

Modal Number of Course Units Offered by Subject Area in High Schools, by State

State	Language Arts	Social Studies	Math	Science	Foreign Lang.	Art	Music	Home Econ.	Agric.	Indus. Arts	Trades and Ind.	Bus. Educ.
Alabama	4	4	5	4	0	0	1	3	0	0	0	4
Arkansas	4	4	6	4	0	0	0	3	0	0	0	4
Florida	4	4	10	10	10	0	6	3	0	3	0	10
Georgia	4	4	6	4	2	0	2	3	0	0	0	6
Kentucky	5	5	6	4	2	0	1	3	0	0	0	5
Louisiana	4	4	6	4	0	0	4	4	0	4	0	4
Mississippi	4	4	5	4	0	0	1	3	0	0	0	4
North Carolina	4	5	6	4	2	0	2	3	4	0	0	5
South Carolina	4	4	6	4	2	0	2	3	3	0	0	5
Tennessee	4	4	5	4	2	0	3	3	0	0	0	5
Virginia	5	5	6	5	4	0	2	4	0	0	0	10
Region	4	4	5	4	2	0	2	3	0	0	0	5

TABLE 19

Percentage of High School Pupils in Grades 9-12 Who Have No Opportunity to Take a Course in Selected Subject Areas, by State

State	Per cent of high school pupils in grades 9-12 to whom no course units are available in following subjects:										
	Social Studies	Math	Science	Foreign Lang.	Art	Music	Home Econ.	Agriculture	Industrial Arts	T & I Educ.	Business Education
Alabama				26.3	61.4	28.1	1.0	48.2	59.0	55.1	3.4
Arkansas			0.1	35.5	79.8	26.5	6.3	39.8	60.6	77.4	5.7
Florida			0.1	7.4	25.4	2.3	0.6	52.4	13.9	76.1	0.4
Georgia				2.7	55.7	14.8	1.2	45.4	32.2	71.3	0.5
Kentucky			0.6	12.2	44.9	8.7	4.2	45.9	37.3	72.0	1.1
Louisiana				26.4	63.1	6.1	0.8	56.5	31.9	70.1	5.3
Mississippi	0.9	0.8	2.9	40.9	83.7	25.3	3.7	47.0	60.2	72.2	3.7
North Carolina	0.1		0.1	0.9	76.0	19.7	1.3	34.6	53.0	65.1	0.6
South Carolina	0.9	0.2	2.6	7.2	73.5	13.0	5.4	32.2	40.4	41.7	2.7
Tennessee	0.6	0.5	0.5	12.8	60.5	18.2	2.4	44.3	34.0	60.4	0.6
Virginia				0.9	26.2	4.4	1.5	59.6	20.5	38.6	1.2
Region	0.2	0.1	0.5	13.0	56.8	14.3	2.3	46.2	38.4	59.2	1.9

TABLE 20

Percentage Distribution of High Schools by Number of Grade 9-12 Course Units Offered in All Subjects by State

State	Number of high schools	Per cent of high schools with total course units in following ranges:												
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
Alabama	433	4.8	21.2	34.9	17.8	10.6	4.4	3.5	1.4	0.5	0.5	0.2			0.2
Arkansas	483	22.6	30.2	17.6	13.5	9.5	2.7	1.2	1.1	0.4	0.4		0.4		0.4
Florida	334	4.8	5.1	13.1	10.1	12.0	8.7	9.9	3.0	4.5	4.2	4.8	3.3	3.9	12.6
Georgia	412	0.2	2.4	21.9	24.5	23.3	8.8	6.6	5.8	2.9	2.2	0.5	0.2	0.2	0.5
Kentucky	359	5.0	9.5	18.7	19.8	19.2	11.1	6.1	4.7	1.9	1.4	0.6	0.6	0.8	0.6
Louisiana	501	0.6	8.8	21.4	20.8	25.7	10.5	3.8	3.2	1.2	0.6	1.4	0.4	0.6	1.0
Mississippi	428	15.0	35.5	28.0	12.6	5.8	1.4	0.5	0.7	0.5					
North Carolina	650	2.3	10.3	22.2	27.1	21.7	8.5	3.4	2.9	0.9	0.5	0.2			
South Carolina	355	1.4	16.9	25.3	21.1	16.1	9.9	5.1	1.9	1.7			0.6		
Tennessee	445	10.1	17.5	18.2	16.0	16.4	9.9	6.1	3.2	0.7	1.3	0.2	0.2	0.2	
Virginia	376	1.1	1.1	2.7	11.4	14.6	17.8	12.8	12.0	9.8	4.5	3.7	3.5	3.2	1.8
Southern Region	4,776	6.3	14.8	20.8	18.7	15.7	8.3	5.0	3.5	2.1	1.3	0.9	0.7	0.6	1.3

TABLE 21

Percentage Distribution of High School Pupils in Grades 9-12 by Total Number of Course Units Available by State

State	Number of pupils in grades 9-12	Per cent of high school pupils with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
Alabama	162,290	1.3	9.8	22.7	15.7	17.1	10.9	11.3	4.5	1.8	2.5	1.3			1.1
Arkansas	98,870	7.7	17.4	15.3	17.2	17.4	5.4	4.3	4.0	1.8	3.0		2.2		4.3
Florida	217,826	0.4	0.7	2.6	2.8	5.2	5.1	8.4	3.4	6.1	6.8	8.8	6.2	9.2	34.3
Georgia	186,244	0.1	1.3	9.7	13.8	21.9	11.2	11.3	12.9	5.7	7.3	1.6	0.3	1.0	1.9
Kentucky	150,479	1.7	3.0	8.8	13.8	18.5	14.6	10.4	10.8	5.4	3.7	1.6	2.3	3.1	2.3
Louisiana	154,227	0.1	4.6	10.8	14.0	16.8	15.2	7.5	9.2	3.8	2.3	5.5	1.4	2.9	5.9
Mississippi	114,548	6.7	26.5	26.0	18.8	11.5	4.1	2.1	2.4	1.9					
North Carolina	256,194	0.6	3.8	11.7	21.3	26.1	15.5	7.8	8.4	3.4	1.3	0.1			
South Carolina	142,770	1.3	6.3	14.8	18.7	21.2	14.4	11.8	6.2	5.2	1.1		1.0		
Tennessee	188,112	2.1	5.9	10.1	13.4	21.1	16.9	13.5	8.6	2.0	4.2	0.5	0.7	1.0	
Virginia	201,713	0.1	0.1	0.5	3.1	6.5	9.6	9.8	12.8	12.2	8.2	8.5	12.3	10.9	5.4
Southern Region	1,873,273	1.5	5.8	11.0	13.4	16.8	11.6	9.3	7.8	4.8	3.9	2.9	2.6	2.9	5.7

More than 75 per cent of the high schools in the entire southern region—involving a combined total enrollment of 900,000 pupils—offer 40 or fewer courses. Only 30 per cent of the southern youth are enrolled in schools which offer at least 50 courses, which is near the minimum number of courses recommended for an adequate high school program as discussed in a subsequent section of this chapter.

Course Offerings, School Size, and Grade Organizational Pattern

Data on the total course offerings of the high schools grouped by size and grade organizational pattern are shown in Tables 27 through 31, pages 98-99, and are highlighted in Figure 10. For purposes of comparison, only courses offered above the eighth grade level are included.

The number of courses offered varies widely within each grade organizational pattern, and increases at successively higher enrollment levels regardless of organizational pattern. Except in the smallest schools, the three-year schools offer more courses than do schools of other organizational patterns and comparable size ranges, followed in order by the five-year schools, the four-year schools, and the six-year schools.

Courses offered per grade. A comparison of the schools on the basis of the average number of courses offered per grade level, by organizational pattern and school size, is shown in Table 22. The pattern revealed is remarkably consistent, with the three-year schools holding a decided edge in the number of courses offered at every enrollment level, followed in order by the five-year schools, the four-year schools, and the six-year schools. The only exception to this trend is in the largest four-year schools, which offer an average of 18.6 courses per grade level as compared with an average of 16.1 courses offered by the five-year schools. The number of courses offered by schools of all organizational patterns increases steadily as school size increases, although the rate of increase is more pronounced in the three-year schools. The six-year schools are decidedly inferior on the basis of the average number of courses offered per grade level.

Course offerings and per pupil expenditure. The per pupil expenditure for instructional salaries in-

FIGURE 10

MEDIAN NUMBER OF COURSE UNITS OFFERED IN HIGH SCHOOLS GROUPED BY SIZE AND GRADE ORGANIZATIONAL PATTERN

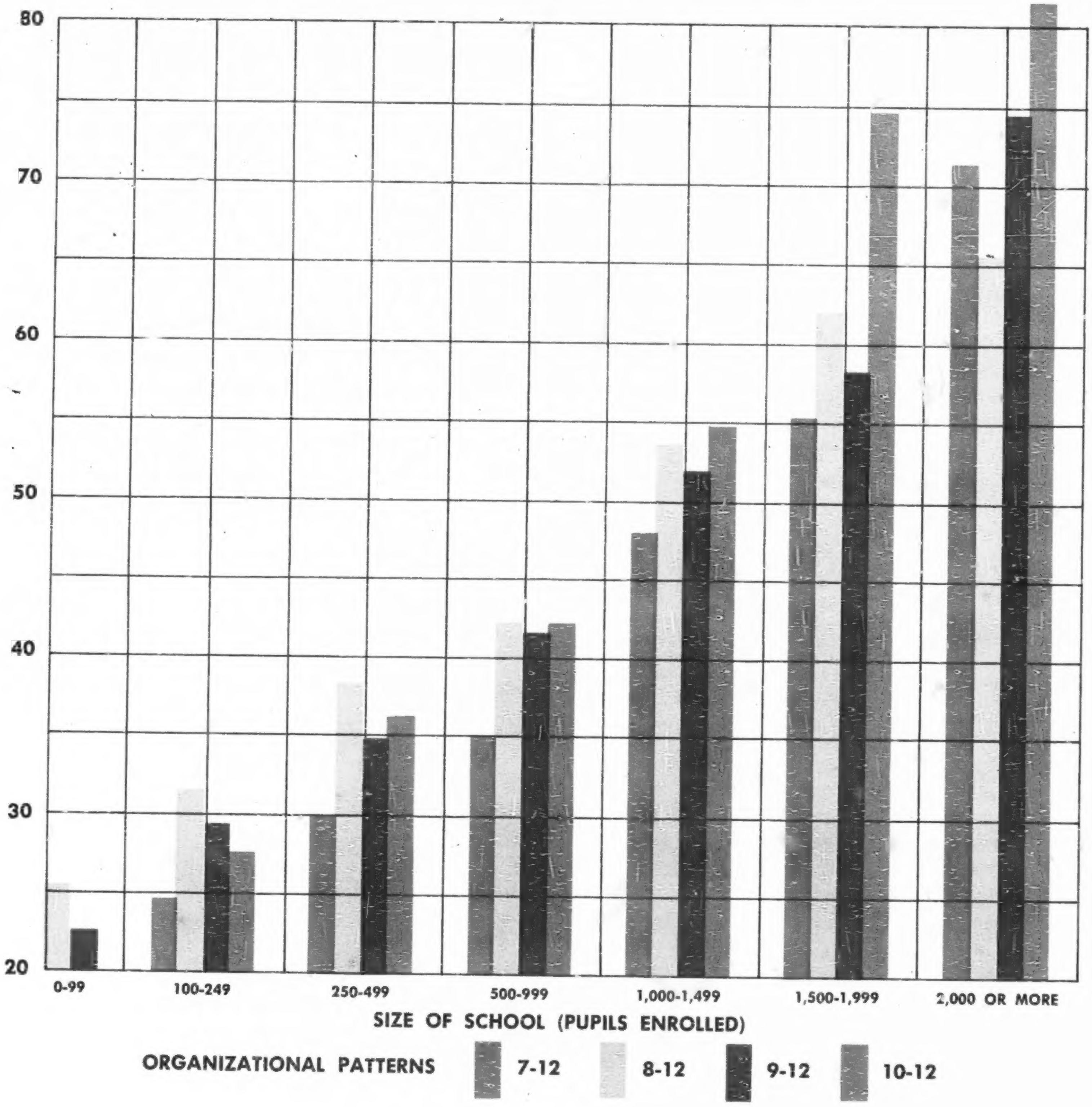


TABLE 22
Average Number of Courses Per Grade Level Offered in High Schools Grouped by Size and by Grade Organizational Pattern

Grade Organizational Pattern	Average number of courses per grade level offered in high schools in following categories of pupils enrolled:						
	99 or fewer	100-249	250-499	500-999	1,000-1,499	1,500-1,999	2,000 or more
Grades 7-12	5.0	6.2	7.3	8.8	11.9	13.9	17.6
Grades 8-12	6.4	8.1	9.5	10.6	13.4	15.4	16.1
Grades 9-12	5.6	7.2	8.7	10.4	12.8	14.5	18.6
Grades 10-12	6.7	9.3	12.0	14.2	18.5	24.8	27.0

fluences to some extent the number of course units available in a high school. When the high schools of the region are grouped by size and by fairly narrow per pupil expenditure ranges, the effect of the expenditure factor is seen readily. For example, high schools with an enrollment of 1,500 or more pupils in the $300 to $349 per pupil expenditure range provide almost four times as many courses as do the high schools with an enrollment of fewer than 100 pupils and with a comparable per pupil expenditure. (See Table 23.) High schools with 500-999 pupils in the $300 to $349 per pupil expenditure range provide an average of 10 more courses than do high schools of comparable size which spend $150 to $199 per pupil.

Lines of Regression

By the process of linear regression, lines of "best fit" can be used as an additional means of identifying the relationship between school size and the extent of curricular offerings available. In this study, lines of best fit were derived by the method of least squares according to the following linear regression equation:

$$\tilde{Y} = a + bX$$

$$\text{where} \quad b = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{N\Sigma X^2 - (\Sigma X)^2}$$

$$\text{and} \quad a = \bar{Y} - b\bar{X}$$

These data are displayed in Figures 11, 12, 13, and 14.

Lines of regression make it possible to predict or anticipate the number of courses offered by schools of any enrollment size and type of organiza-

TABLE 23
Average Number of Course Units Offered in High Schools Grouped by Size and Per Pupil Expenditure for Instructional Salaries

School size (Pupils enrolled)	Average number of course units offered in schools with following per pupil expenditure range:									
	$100-$149	$150-$199	$200-$249	$250-$299	$300-$349	$350-$399	$400-$449	$450-$499	$500-$549	$550 or more
99 or fewer	19	18	18	20	21	23	21	28	28	27
100-249	23	25	27	28	31	32	32	30	30	28
250-499	27	31	35	38	35	36	35	36	39	57
500-999	34	38	45	45	48	46	48	56		44
1,000-1,499	43	48	56	63	66					
1,500-1,999	48	61	66	80	77	78				
2,000 or more	61	70	82	79		72				
Southern Region	30	34	39	38	32	33	31	30	30	28

FIGURE 11

NUMBER OF COURSES PREDICTED IN GRADES NINE THROUGH TWELVE FOR SCHOOLS ORGANIZED FOR GRADES SEVEN THROUGH TWELVE, BY ENROLLMENT

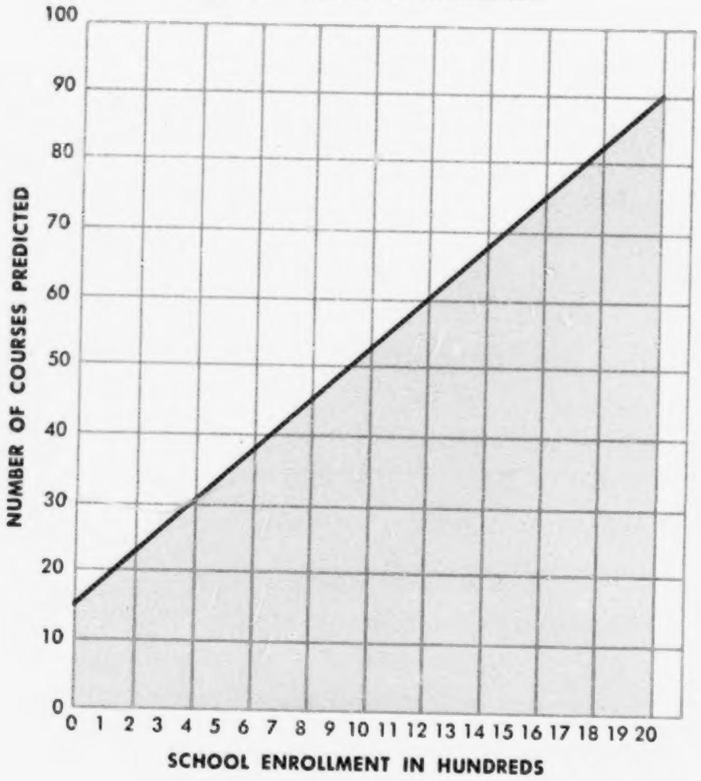


FIGURE 12

NUMBER OF COURSES PREDICTED IN GRADES NINE THROUGH TWELVE FOR SCHOOLS ORGANIZED FOR GRADES EIGHT THROUGH TWELVE, BY ENROLLMENT

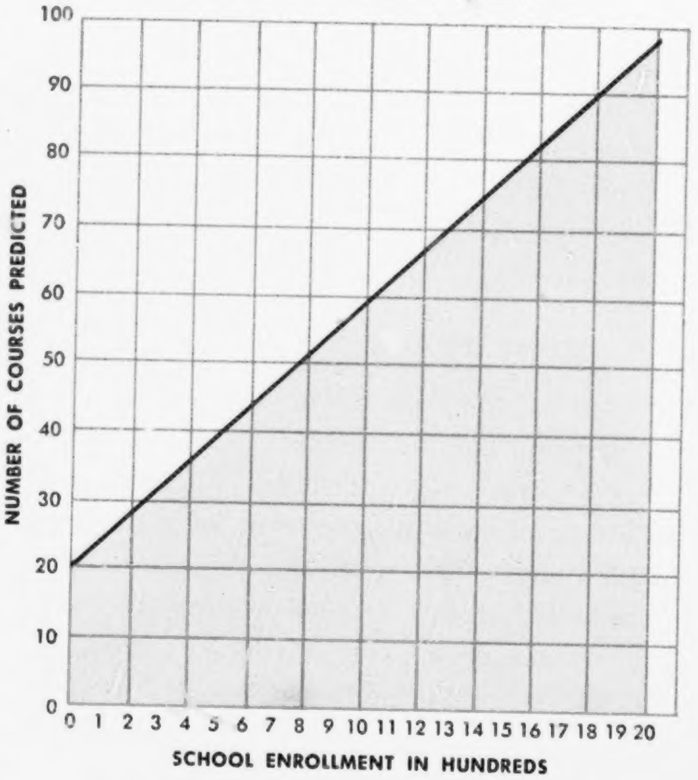


FIGURE 13

NUMBER OF COURSES PREDICTED FOR SCHOOLS ORGANIZED FOR GRADES NINE THROUGH TWELVE, BY ENROLLMENT

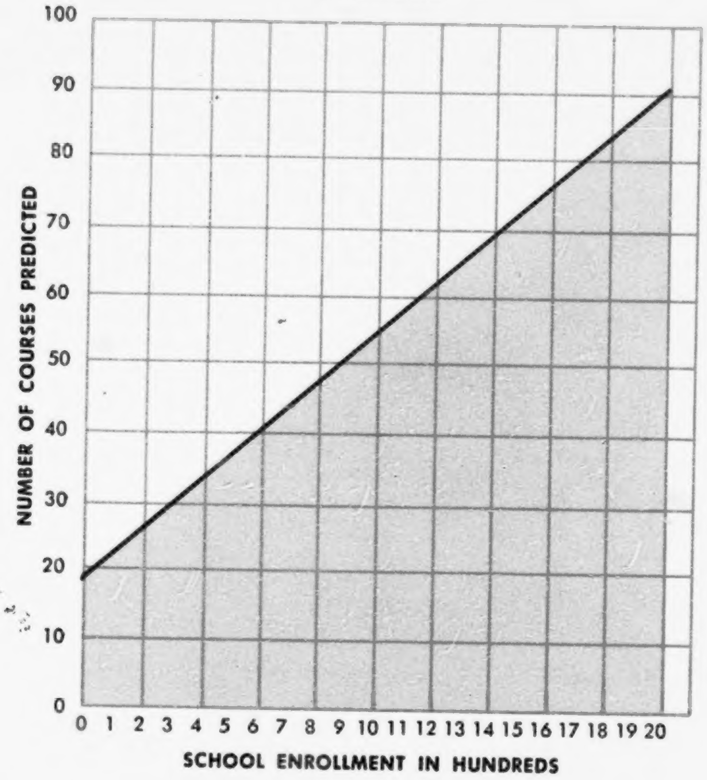
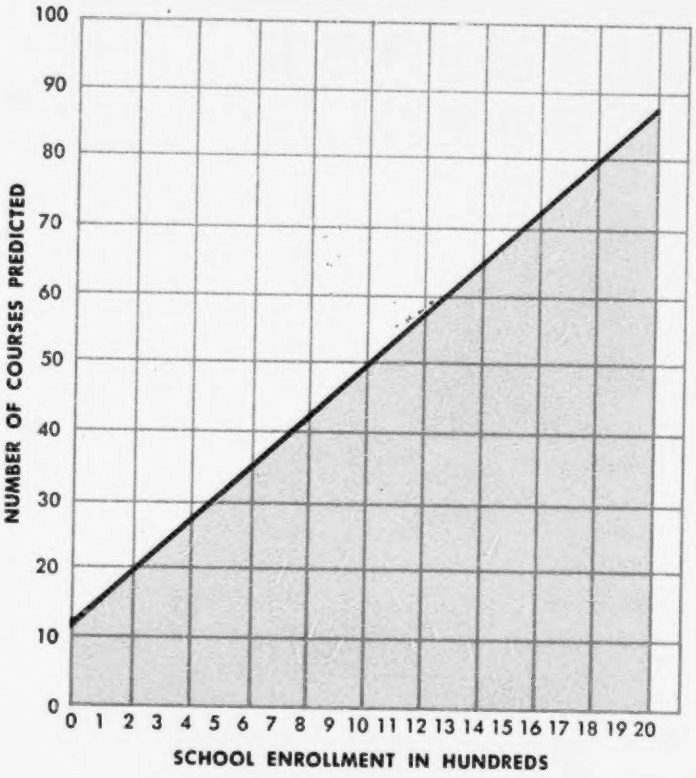


FIGURE 14

NUMBER OF COURSES PREDICTED FOR SCHOOLS ORGANIZED FOR GRADES TEN THROUGH TWELVE, BY ENROLLMENT



tional pattern, on the basis of curricular programs which exist in southern high schools. These lines have value as guidelines for comparing curricular programs in a given high school with current practice, and for anticipating the number of courses which might be expected in reorganizing small schools into one school of a given size.

COURSE OFFERINGS BY SUBJECT AREAS

Table 24 shows the modal pattern of academic offerings available in all schools studied, by school size and organizational pattern. Almost without exception, a consistent increase in the modal number of courses offered in all academic areas occurs at successively higher enrollment levels, in schools of all organizational patterns. This relationship is most strikingly illustrated by the stepwise increase in the number of mathematics courses offered by six-year high schools as enrollments increase. Similar patterns exist in almost every academic subject area, although less pronounced in certain areas.

With the exception of the three-year schools, social studies courses show less fluctuation in modal pattern than courses in other academic areas. The modal number of social studies courses offered in the three-year schools ranges from two in the smallest schools to seven in the largest schools, whereas in schools of other organizational patterns the range is from four to six.

The modal pattern of English courses shows surprisingly large increases as school size increases. In all except the three-year schools, the modal number offered by schools in the largest enrollment category is approximately double the number offered by schools in the smallest enrollment category. The ratio is three to one in the three-year schools. Course offerings in the area of science increase consistently in number as enrollments increase.

Foreign language courses, although academic in nature, appear to be considered less vital a part of the curriculum than the more basic academic subjects such as English and mathematics. Consequently, foreign languages are frequently omitted from the curricular program—or at least minimized—when circumstances necessitate restricting the program of course offerings. This condition is illustrated in Table 24. The modal pattern does not show substantial increases until enrollments of 1,000 or more pupils are reached. In each organizational pattern, the greatest number of foreign lan-

TABLE 24

Modal Pattern of "Academic" Courses Offered in High Schools Grouped by Size and by Grade Organizational Pattern

School size (Pupils enrolled)	Modal pattern in number of courses offered in following subject areas by grade organization:																			
	English				Mathematics				Science				Social Studies				Foreign Languages			
	Gr. 7-12	Gr. 8-12	Gr. 9-12	Gr. 10-12	Gr. 7-12	Gr. 8-12	Gr. 9-12	Gr. 10-12	Gr. 7-12	Gr. 8-12	Gr. 9-12	Gr. 10-12	Gr. 7-12	Gr. 8-12	Gr. 9-12	Gr. 10-12	Gr. 7-12	Gr. 8-12	Gr. 9-12	Gr. 10-12
99 or fewer	4	4	4	3	2	3	3	1	2	4	3	3	4	4	4	2	0	2	0	0
100-249	4	5	4	4	3	5	4	4	3	4	3	3	4	4	4	3	0	2	2	2
250-499	4	5	4	5	4	6	4	5	3	4	4	3	4	5	5	4	1	2	2	3
500-999	5	5	5	5	5	6	6	5	4	4	4	3	4	5	5	4	2	3	4	4
1,000-1,499	6	6	6	7	6	6	7	6	5	5	4	4	5	5	6	5	4	5	6	8
1,500-1,999	7	7	7	9	6	8	7	8	5	5	5	6	6	6	6	6	6	8	7	9
2,000 or more	8	7	8	16	8	8	7	12	7	6	5	7	6	6	6	7	8	9	10	12

guage courses is offered by the largest schools, as is the case with all academic subjects.

The modal pattern of nonacademic courses offered, by school size and organizational pattern, is shown in Table 25. Except for courses in business education, home economics, and agriculture, courses in nonacademic areas are virtually nonexistent in schools enrolling fewer than 500 pupils. Courses in art, industrial arts, and vocational areas tend to be found when enrollments reach 1,000; and added

TABLE 25

Modal Pattern of Number of "Nonacademic" Courses Offered in High Schools Grouped by Size and by Grade Organizational Pattern

School size (Pupils enrolled)	Modal number of courses offered in following subject areas:							
	Agriculture	Art	Business Education	Home Economics	Industrial Arts	Music	Health and Physical Education	Trade and Industrial Education*
Grade 7-12								
99 or fewer	0	0	3	2	0	0	1	0
100-249	3	0	3	3	0	0	1	0
250-499	3	0	4	3	0	1	1	0
500-999	3	0	4	3	0	1	2	1
1,000-1,499	0	1	5	3	3	2	2	2
1,500-1,999	0	2	7	3	4	4	2	1
2,000 or more	0	3	7	4	6	4	2	2
Grade 8-12								
99 or fewer	0	0	3	0	0	0	0	0
100-249	3	0	4	3	0	0	1	0
250-499	4	0	5	4	0	1	2	0
500-999	3	0	5	4	2	2	3	2
1,000-1,499	0	2	7	3	4	2	3	2
1,500-1,999	0	2	7	4	3	5	3	3
2,000 or more	0	4	9	4	3	5	2	2
Grade 9-12								
99 or fewer	1	0	3	2	0	0	1	0
100-249	4	0	4	3	0	0	1	0
250-499	4	0	5	3	0	2	1	0
500-999	4	0	5	3	1	2	2	1
1,000-1,499	0	2	6	3	3	3	2	3
1,500-1,999	0	2	7	3	3	3	3	4
2,000 or more	0	3	10	4	4	4	2	5
Grade 10-12								
99 or fewer	0	0	1	2	2	2	1	0
100-249	2	0	4	3	0	0	1	0
250-499	1	0	6	2	1	1	1	2
500-999	0	0	6	3	3	2	2	2
1,000-1,499	0	2	8	3	3	4	2	3
1,500-1,999	0	3	11	4	5	5	3	4
2,000 or more	0	4	11	3	7	6	6	2

* Includes Distributive Education.

numbers of music courses appear at this enrollment level and beyond. Business education courses, although available in all schools, increase rapidly in number as enrollments increase. The number of business education courses offered in the largest schools is frequently three times the number available in the smallest schools.

These data support the generalization that added depth, expressed in terms of additional course offerings per subject area, is found in the curricular programs of larger schools. The sole exception is agriculture, which practically disappears from the curriculum as enrollments exceed 1,000 pupils.

Tables 24 and 25 show that larger numbers of both academic and nonacademic courses are offered by three-year schools than are offered by schools of other organizational patterns. Beyond this, the evidence is not sufficient to justify the clear-cut superiority of one organizational pattern over another. Generally, the trend is toward smaller numbers of courses, at comparable enrollment levels, as the span of grades embraced within the organizational pattern increases—that is, as successively lower grades are added to the organizational structure. There are exceptions to this trend, however, the most noticeable of which involves the five-year schools. A slightly larger number of courses in mathematics, science, art, and music is offered by five-year schools than is offered by four-year schools of comparable size.

NUMBER OF SUBJECT AREAS OFFERED

The number of different subject areas offered, which is at the very heart of educational opportunity, bears a positive relationship to the size of the high school and is affected also by the grade organizational pattern of the school. Table 26 shows the modal pattern and range of subject areas in high schools of various sizes and organizational patterns. In general, the larger the school the more subject areas of instruction are offered, regardless of organizational pattern. However, in the three-year schools (grades 10-12) and the five-year schools (grades 8-12) the number of subject areas appears to decline somewhat in the largest enrollment category, although in all other categories the number increases steadily as enrollments increase. There appears to be little if any increase in the number of subject areas when schools increase in enrollment beyond 2,000 pupils.

The data in Table 26 indicate a marked and consistent increase in the number of subject areas offered by schools of all organizational patterns as enrollments increase. The modal number offered by all schools which enroll fewer than 100 pupils is 8, with the range extending from 4 to 11. As enrollments increase beyond 500 pupils the upper limit of the range reaches the maximum number of 13. The range tends to close slightly and the modal number increases as enrollments climb beyond 1,000, thus indicating that a greater number of subject areas are offered by a larger proportion of schools as school size increases. Both mode and range attain their maximum levels for all schools combined at enrollment category 1,500-1,999 and both decline slightly beyond that point.

The number of different subject areas offered in the high schools shows little relationship to per pupil expenditure. (See Table 27.) In the high schools grouped by size and by per pupil expenditure range, an average of 7 subject areas is offered in schools with fewer than 100 pupils. The average number of subject areas offered in schools enrolling 2,000 or more pupils is 12 areas, regardless of per pupil expenditure range.

In summary, these data indicate that the number of subject areas offered by a school bears a definite relationship to the size of the student body and is affected somewhat by grade organizational pattern. Little relationship exists between the number of subject areas offered and per pupil expenditure.

TABLE 26

Modal Number and Range in Number of Subject Areas Offered in High Schools Grouped by Size and by Grade Organizational Pattern

School size (Pupils enrolled)	Modal number and range of number of subject areas in high schools in following organizational patterns:									
	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		All Schools	
	Mode	Range	Mode	Range	Mode	Range	Mode	Range	Mode	Range
99 or fewer	8	4-11	8	5-11	9	5-11	8	8-8	8	4-11
100-249	8	4-12	10	5-12	9	5-11	10	5-10	9	4-12
250-499	9	5-12	10	7-12	10	6-13	11	6-12	10	5-13
500-999	10	6-13	11	7-13	11	8-13	11	5-13	11	5-13
1,000-1,499	11	8-13	11	9-13	12	8-13	11	9-13	11	8-13
1,500-1,999	11	10-13	12	10-13	12	10-13	12	10-13	12	10-13
2,000 or more	11	10-13	11	10-12	12	10-13	11	8-13	11	8-13
Total	9	4-13	10	5-13	10	5-13	11	5-13	10	4-13

TABLE 27

Average Number of Subject Areas Offered in High Schools Grouped by Size and Per Pupil Expenditure for Instructional Salaries

School size (Pupils enrolled)	Average number of subject areas offered in schools with following per pupil expenditure range:									
	$100-$149	$150-$199	$200-$249	$250-$299	$300-$349	$350-$399	$400-$449	$450-$499	$500-$549	$550 or more
99 or fewer	7	7	7	8	7	8	8	8	8	8
100-249	8	8	9	9	9	9	9	9	9	9
250-499	9	9	10	10	10	10	10	10	11	11
500-999	10	11	11	11	11	12	11	11		12
1,000-1,499	9	11	12	11	12					
1,500-1,999	12	12	12	12	12	11				
2,000 or more	12	12	12	12		10				
Southern Region	9	10	10	10	9	9	9	9	9	8

SIZE OF SOUTHERN HIGH SCHOOLS

The analyses of the data collected on 4,776 southern high schools strongly support the belief that school size and quality programs are positively related. The size of the high school is a significant factor in determining whether each youth will have an opportunity to enroll in a variety of "academic" and "nonacademic" courses, taught by highly qualified teachers who are working under conditions most conducive to effective teaching.

While even the smallest schools provide instruction in most of the basic academic subjects, the program is quite limited in many of the schools. A few courses in English, mathematics, science, and social studies are offered by all schools, regardless of size, since graduation requirements in most states specify certain amounts of credit in these areas. However, the programs in most schools are not substantially expanded beyond the minimum requirements for high school graduation until enrollment exceeds a minimum level. To illustrate specifically, courses in art, music, industrial arts, and certain vocational areas are seldom offered in schools which enroll fewer than 500 pupils. The offerings in these areas do not increase significantly until enrollments of 1,000 or more pupils are reached. Additional course offerings in academic areas, particularly foreign languages, are noted as enrollments exceed 1,000 pupils.

An examination of the data shows that a major portion of the enrichment of curricular programs—in the form of additional courses and subject areas, better qualified teachers teaching in their certificated fields, and desirable teaching loads—occurs within the enrollment range of 500-1,500 pupils. The optimum size high school is therefore within the 500 to 1,500 pupil range. It was possible from the data to narrow this optimum enrollment range to more practical limits. The procedures involved a test of the relationship between graduation requirements and the total number of courses recommended for an adequate program, as follows:

1. The midpoint of the initial optimum enrollment range (500-1,500 pupils) was computed.
2. Reference was made to the line of regression for four-year schools (Figure 13), and the number of courses predicted for schools of the midpoint size (1,000 pupils) was noted.
3. The number derived in step 2 (55 courses) was divided by the mean number of course units required for high school graduation in the southern states (17 units). This process yielded a value of 3.2 which represented the ratio between the number of course units predicted for an adequate curricular program in grades 9-12 and the mean number of course units required for graduation. The ratio was 2.4 in the three-year schools (¾ x 3.2 = 2.4).
4. Since graduation requirements ranged from 16 to 20 course units, each of these numbers was multiplied by the constant obtained in step 3 (3.2) in order to provide for the variation in graduation requirements among the southern states. The results of these calculations identified the range in the number of courses predicted for grades 9-12 as 51-64 courses. In the three-year schools the predicted range was 38-48 courses.
5. Using the values obtained in step 4, the appropriate regression lines were referred to and the following enrollment ranges were derived:

Grades 7-12	*Grades 8-12*
950-1,300	800-1,150
Grades 9-12	*Grades 10-12*
900-1,250	700-950

This is not to say that these size ranges represent the level above which all of the selected educational factors tend to decline. Data indicate that certain factors, such as the percentage of pupils taught by noncertificated teachers, show a consistent negative relationship to school size with no leveling off in the largest schools. Rather, these enrollment ranges indicate the general levels *below* which an adequate program is not likely to be provided, on the basis of current practice, without deliberate commitment and increased financial expenditures.

These analyses support the criterion that a grade 9-12 high school should enroll an absolute minimum of 500 pupils in order to provide at least 100 pupils in Grade 12. (See page 30.) This criterion would set the minimum total enrollment at approximately 750 pupils for a six-year high school, 625 pupils for a five-year high school, and 375 pupils for a three-year high school. As shown in Table 28, approximately 87 per cent of the region's high schools enroll fewer than 100 pupils in Grade 12. The range among the states that fail to meet this criterion is from 61 per cent of all high schools in Florida to 92 per cent of all high schools in Arkansas. Grade 10-12 high schools are considerably above the other organizational patterns on the basis of this criterion. Only 11 per cent of the three-year high schools have fewer than 100 pupils in the twelfth grade as compared with approximately 94 per cent of the six-year high schools.

GRADE ORGANIZATIONAL PATTERN OF HIGH SCHOOLS

This study has revealed interrelationships between selected educational factors and the type of grade organizational pattern of the high school. A word of caution is warranted, however, in concluding superiority of one grade organizational pattern over another. Schools whose organizational structure embraces grades 10-12 can be rated superior to schools of other patterns when compared on the basis of the number of courses offered per grade level, teacher qualifications, and teacher working conditions. Yet these differences may not be attributable to grade organizational pattern as such. The superiority may be due to the larger enrollments per grade found in this organizational pattern, or to the fact that this pattern tends to exist in urban areas that are better able to attract qualified

TABLE 28

Percentage of High Schools in Various Grade Organizational Patterns Enrolling Fewer Than 100 Pupils in Grade 12, by State

State	Grade 7-12	Grade 8-12	Grade 9-12	Grade 10-12	All schools
Alabama	92.3	75.0	36.9	7.7	80.8
Arkansas	99.0	100.0	75.9	23.5	92.3
Florida	84.4	25.0	18.5	10.3	61.1
Georgia	85.3	83.8	63.0	10.0	75.7
Kentucky	87.1	71.4	79.8	0	79.7
Louisiana	97.3	68.2	36.7	8.7	86.0
Mississippi	96.4	100.0	54.5	25.0	90.7
North Carolina	*	*	86.0	4.8	80.8
South Carolina	93.2	78.6	36.7	12.5	78.3
Tennessee	91.3	93.3	66.3	13.5	75.1
Virginia	*	78.4	6.7	0	69.9
Region	93.8	80.4	71.3	11.1	86.9

* No schools reported in this grade pattern.

teachers and to provide a higher level of financial support for education than the rural areas, or to other variables on which the data are not controlled. At any rate, more research is needed on the relative efficiency of the various grade patterns for organizing high schools.

SUMMARY OF FINDINGS

This portion of the study has focused upon an objective tabulation and analysis of various aspects of curricular program adequacy in southern high schools. Individual elements of the program of course offerings were identified and examined separately in an effort to determine their relationship to school size and type of organizational pattern. An attempt also was made to investigate the effects of per pupil expenditures for instructional salaries on the number of courses offered by high schools. The major findings of these analyses are summarized in the following paragraphs.

1. **The majority of southern high school youth attend schools which offer an inadequate program of course offerings.** Only 30 per cent of the youth in the South are enrolled in schools which offer at least 50 courses, which is near the minimum number of courses recommended for an adequate high school program. More than 75 per cent of the high schools in the entire region—involving a combined total enrollment of 900,000 pupils—offer 40 or fewer courses.

2. **Many southern youth are not provided an opportunity to take the variety of courses necessary in meeting their academic, vocational, and avocational needs.** In the region as a whole, 13 per cent of the high school pupils in grades 9-12 attend schools offering no foreign language, 57 per cent have no opportunity to take a course in art, 14 per cent are being denied a music course, 38 per cent have no course opportunities in industrial arts, and 59 per cent are in schools which offer no courses in trade and industrial education.

3. **Opportunities for youth to enroll in courses in the various subject areas vary both within and among the states.** For example, 47.9 per cent of the high school pupils in Mississippi attend high schools offering fewer than 4 course units in science as compared with only 5 per cent of the high school pupils in Virginia. Approximately 41 per cent of the Mississippi high school pupils attend high schools which offer no foreign language as compared with less than 1 per cent of the pupils in North Carolina.

4. **A positive relationship exists between the size of the high school and the total number of course offerings.** The median number of courses offered by schools of each grade organizational pattern increases at successively higher enrollment levels.

5. **The total number of course units available in a high school is affected by the grade organizational pattern of the school.** The three-year high schools offer more courses per grade level than do schools of other grade organizational patterns, followed in order by the five-year schools, the four-year schools, and the six-year schools.

6. **The per pupil expenditure for instructional salaries is a determining factor in the total number of course units available in a high school.** When high schools of the region are grouped by size and by fairly narrow per pupil expenditure ranges, the effects of both factors are seen readily. For example, high schools with an enrollment of 1,500 or more pupils in the $300-$349 per pupil expenditure range provide almost four times as many courses as do the high schools with an enrollment of fewer than 100 pupils and with a comparable per pupil expenditure. High schools enrolling from 500-999 pupils and spending from $300-$349 per pupil offer an average of ten more courses than high schools of comparable size which spend from $150-$199 per pupil.

7. **Data on the programs of southern high schools support the criterion that the number of course units offered in grades 9-12 should be not less than three times the number of Carnegie Units required for graduation.** The standard for schools containing only grades 10-12 should be approximately 2.4 times the number of units required for graduation.

8. **The availability of course offerings in any specific subject area, whether "academic" or "non-academic," is generally a function of the size of the high school.** Schools of each grade organizational pattern offer more courses in both "academic" and "nonacademic" subject areas as school size increases.

9. **The number of subject areas offered in a high school bears a positive relationship to the size of the school.** The number of subject areas offered by schools in each grade organizational pattern increases as school size increases, except for schools enrolling 2,000 or more pupils.

10. **The number of subject areas offered in a high school is influenced to some extent by the grade organizational pattern of the school.** With the exception of schools which enroll fewer than 250 pupils, the number of subject areas offered increases within each size category as the grade structure of the schools approaches the three-year pattern.

11. **The number of subject areas offered in a high school shows little relationship to per pupil expenditure for instructional salaries.** In the high schools grouped by size and by per pupil expenditure range, an average of 7 subject areas is offered in schools of fewer than 100 pupils regardless of per pupil expenditure range. The average number of subject areas offered in schools enrolling 2,000 or more pupils is 12 areas, regardless of per pupil expenditure range.

12. **The analyses of the data collected on southern high schools strongly reinforce previous research findings on the high school size —program quality relationship.** The size of the high school is a significant factor in determining whether each southern youth will have an opportunity to enroll in a variety of "academic" and "nonacademic" courses, taught by highly qualified teachers who are working under conditions most conducive to effective teaching.

13. **The data analyses support the criterion that a grade 9-12 high school should enroll an absolute minimum of 500 pupils in order to provide at least 100 pupils in Grade 12.** This criterion would set the minimum total enrollment at approximately 750 pupils for a six-year high school, 625 pupils for a five-year high school, and 375 pupils for a three-year high school.

14. **Approximately 87 per cent of the region's high schools enroll fewer than 100 pupils in Grade 12.** The range among the eleven states that fail to meet this criterion is from 61 per cent of all high schools in Florida to 92 per cent of all high schools in Arkansas. Grade 10-12 schools are considerably above the other organizational patterns on this criterion. Only 11 per cent of the grade 10-12 high schools enroll fewer than 100 pupils in the twelfth grade as compared with approximately 94 per cent of the grade 7-12 schools.

15. **The data analyses established optimum school enrollment ranges within which southern high schools can expect to provide adequate programs.** On the basis of current practice, these enrollment ranges are as follows:

Grades 7-12	*Grades 8-12*
950-1,300	800-1,150
Grades 9-12	*Grades 10-12*
900-1,250	700-950

16. **This study has revealed interrelationships between the selected educational factors and the type of grade organizational pattern of the high school.** When compared on the basis of the number of courses offered per grade level, teacher qualifications, and teacher load, schools organized for grades 10-12 appear to be superior to schools of other organizational patterns.

Differences noted among the various grade organizational patterns may not be attributable to grade groupings, however. The superiority of grade 10-12 high schools may be due to the larger enrollments per grade, prevalence of better qualified teachers in urban areas having a higher level of support, or to other variables. More research is needed on the relative efficiency of the various grade patterns.

CHAPTER 6

Major Conclusions and Implications

THE STUDY has clarified some serious and persistent problems that appear in all of the eleven southern states. Conclusive proof demands that each state should undertake a major overhaul in secondary education, and promises that the benefits will be worth the undertaking.

CONCLUSIONS

Analyses of the objective data collected on the southern high schools seriously indict the quality of the program being provided in many of these schools. There is some evidence that program planners are overlooking opportunities to improve the situation. The median high school of the South provides insufficient curricular offerings, taught in many cases by teachers not assigned in their major fields of college preparation, and operated at unreasonable per pupil costs. These analyses reveal further the marked relationships between the size of the high school and selected objective measures of program adequacy. Thus, while size in itself is not a criterion of adequacy, it is the one element common to numerous valid criteria of quality. The evidence justifies the conclusion that the prevalence of small high schools constitutes the most serious obstacle to quality education in southern secondary schools.

The implications of the findings are clear: The quality of the high school program must be improved; and much of the improvement is dependent upon overcoming the inequalities of educational opportunity perpetuated by small high schools. Varied actions involving some cooperative and some mandatory efforts of lay citizens, local boards of education, state education agencies, and state legislatures are dictated.

The Changing Population

The losses in rural population and the gains in urban centers suggest that rural youth need a more urban type of education than heretofore, which means the addition of academic areas and school subjects not now found in rural high schools. The pronounced changes in the patterns of gainful employment in the South indicate a need for different occupational training, probably veering toward distributive education and diversified occupations, business education, technical and industrial training, and preparation for specific job opportunities unique to the local area.

The movement from a blue-collar to a white-collar society establishes a greater need than ever for a blend of "town and country" in the composition of school populations. With the average educational attainment of the people now at the upper secondary school grade levels, high school programs must be reshaped to provide more service to noncollege youth—basic preparation for direct employment, vocational-technical courses, and qualification for community college attendance.

Professional Services

State policies obviously influence the pattern of professional qualifications of school personnel. In Georgia, for example, 96.8 per cent of the high school principals have master's degrees as compared with only 45.1 per cent of North Carolina high school principals; yet North Carolina has a slightly larger percentage of classroom teachers with master's degrees than does Georgia. Four of the southern states are above the median for one of these professional groups and below the median for the other, clearly as a result of state policy.

The state can control the quality of professional services through certification, accreditation, and salary levels. Among the eleven states, those with the highest ratios of master's or higher degrees are Alabama for teachers, Georgia for principals, Tennessee for librarians, and Kentucky for guidance counselors.

It has been impossible to interpret quality as related to both size of school and per pupil expenditures. The two factors have diametrically opposed effects. Very small schools are notably high in unit costs, and so are the best high schools. Increasing school size tends to lower unit costs, primarily through increased efficiency in professional staff utilization, and simultaneously to raise the unit cost, primarily through better qualified personnel and greater breadth and depth of opportunities.

Similarly, variations of teaching experience cannot be interpreted. The relative proportion of local "hometown" resident teachers is not known. The medians among states appear to vary as much as those among types and sizes of schools. Probably in this period of teacher shortages factors other than type and size of school are the controlling influences.

The findings show that science, mathematics, and foreign languages are the disadvantaged curriculum areas with the largest proportion of noncertified teachers. The 1958 NDEA program had not solved this problem by 1962-63, and may never do so. Indeed, NDEA itself evolved because the problem was of long standing, due to a whole generation of subordination and neglect of these areas in curriculum development and in teacher education. The era began in the depression with the curriculum reform movement, when emphasis was upon human welfare, consumer economics, and social engineering, and when science and technology were deemed overdeveloped. The areas of science, mathematics, and foreign languages apparently are still suffering from twenty-five years of imbalance in electives or choices by students in teacher education. The deficiencies in southern high schools tend to prolong the dearth of properly qualified teachers.

It is difficult to assess the significance of the lower salaries paid teachers in these eleven states as compared with nationwide data. Although averages approximate only 80 per cent of the national average, other cost indices for the region also are lower than the national averages. While it is known that principals and teachers occasionally move from the South and are notably successful in regions affording higher pay, there is no way to know what proportion of their peers in the South remain where they are regardless of salaries paid elsewhere. Consequently, the inability to command the national teacher supply market is obvious; but the assumption that higher payments to teachers in other states purchase a higher quality of teacher performance is not established.

Variations in Program Offerings

Five-year high schools, grades 8-12, display occasional exceptions to the practices of other types of schools. One possible causal factor is their rather recent origin which gave them a chance to modernize their programs with greater ease. Some of the eleven states added the twelfth year of schooling only after World War II. This major modification usually took the form of going from a 7-4 to a 7-5 plan, dictated largely by the availability of space and physical facilities. States already operating twelve grades tended to stay with the 8-4 plan. Thus the reorganization and 25 per cent expansion in the 7-5 schools afforded a better opportunity to update course offerings.

The findings of this study indicate that breadth of curriculum areas is related to numbers of students, size of teaching staff, and to some extent to the type of organization, but that it is affected little by per pupil expenditure level. Curriculum planners and school administrators, therefore, cannot claim that cost limitations have caused the disparity between school programs and the job training needs of youth.

The evidence that course offerings are seldom expanded beyond school graduation and college entrance requirements, until enrollments pass the 500 level and approach 1,000 students, indicates preoccupation with college preparation and accreditation pressures. In small schools struggling to meet accreditation standards, the disposition of school officials to curtail course offerings not related to college entrance penalizes the noncollege youth.

The findings that the level of per pupil expenditure is related to the total number of units offered and that it appears to be unrelated to the number of academic areas offered are strong evidence that program expansion has consisted merely of "add more of the same." Such a policy, whether it is by choice of vested groups or represents the easy way out for a person of limited vision, is indefensible but appears to be prevalent in southern high schools. One may conclude that increasing school size rather than increasing unit salary levels will have a more wholesome effect on breadth and equality of educational opportunity for *all* youth.

Since only 11 per cent of the senior high schools (usually urban) have fewer than 100 students in Grade 12 and 94 per cent of the six-year high schools (usually rural) fail to meet this criterion, it is obvious that closer scrutiny should be given the merging of rural high schools. Furthermore, this fact poses this question: To what extent do the southern states—either through low accreditation standards or through finance formulas weighted to favor rural schools—continue to subsidize and perpetuate excessively small schools which should not exist? It is likely that reapportioned legislatures will be interested in investigating this question upon which the data of the present study shed little light.

Small classes are cited occasionally as an advantage by defenders of the small high school. The data show the average class size of small high schools to be 12-15 pupils in contrast with the 24-27 average of large schools. But, the data show also that the teachers in the small schools have less training, that more teachers are teaching out of field, and that unit costs are higher. Therefore, the advantage claimed for small high schools is merely propaganda, for the evidence supports the fact that small classes indicate a lack of efficiency, effectiveness, and economy.

IMPLICATIONS

All of the states have experienced the agonies of school reorganization. Vigorous resistance is the normal and expected reaction of patrons whose schools are found to be inadequate and no longer justified. Interestingly, after experience with the type of education provided through consolidation, few parents can be found who would want their children to return to their former inadequate schools. In general, American parents want the best they know to want for their youth. Changes in attitude from opposition to support are more than the result of resignation to the inevitable—they stem from genuine discovery of what better schools are like. Initial opposition by patrons, then, is based upon a misguided belief that their schools are adequate as they are. Usually foremost among the groups resisting change in education, notably in school reorganization, are the local school "leaders." Again, such a reaction is normal human nature and probably to be anticipated.

In the first place, it is a defense mechanism which prompts the local school staff to reassure the local patrons that theirs is a *good* school. Every conceivable bit of commendable evidence is featured: winning the basketball tournament; honors rating in the music festival; listing of a graduate on the Dean's list; business success of a former student; or even the completion of the school year with frugal expenditures.

Secondly, the local school leaders properly cast their lot with the local citizens who employ them and whose children they teach. Thus the local school leader—who has emphasized commendable features of the school, has withheld information about school deficiencies and needs, and has accepted the community's goals as his own—is *expected* to rally support to preserve the school. After all, he has influenced the public belief that it is a *good* school.

Finally, the official records in each state clearly show that the better school systems employ better trained professional personnel. Those school people who really do not know what excellent schools are like are usually found in schools which are in greatest need of reorganization. Therefore, the local school leader who should be able to educate his patrons to desire a higher quality of education is least able to do so. Because of his lack of knowledge, he can lead the opposition against reorganization with a clear conscience.

The pattern is the same throughout the South, and can be documented in almost every state by newspaper accounts naming places and persons actively opposing educational improvement through reorganization. Thus, each state is confronted by a common dilemma. On the one hand is the basic desire to encourage the modernization of school organization through democratic processes and local self-determination. On the other hand is the constantly mounting evidence that local option and voluntary action will not accomplish the task. The dilemma is aggravated by the increasingly complex handicaps which inadequate schools saddle upon their youth.

Action Programs Needed

In 1965 it appears that the public demand for quality education for all youth, the critical need of most southern youth for broader educational opportunities than are typically provided, and the requirement for increased efficiency and greater gain from expenditure of the school dollar are all powerful forces exerted in the same direction. Indeed, they may already have determined that a state wishing to maintain its system of free public education can no longer indulge in the leisurely process of evolution through local school autonomy. If so, it is time for each southern state to revise its educational policy, establish criteria for what it considers to be adequate educational opportunities for all youth, and *compel*—by statute or regulation—appropriate reorganization so that every high school conforms with the criteria of quality. It is in this context and in such action programs that supplementary support for the necessarily small high school is especially justified.

State Versus Local Program Determination

One can assume that the citizens of each of the southern states consider a good education simultaneously to be for the child's own benefit and also an essential safeguard for the state. This is important, for if the state has a self-interest in an educated citizenry, then the state may provide and compel a required education beyond what some individuals might want for themselves. In other words, the state must look to its own needs. It is impelled by self-protection to demand a level of adequacy or quality in education throughout the state wherever public schools are operated. Conversely, the state cannot justify, as the southern states do, taking taxes from favored or determined localities to support equalized opportunities elsewhere unless it sets up safeguards to guarantee efficiency, economy, and adequacy in the less favored localities. If the latter kept their poorly educated youth at home, the problem would be less critical; but, as it is, the mobility of people makes it a matter of statewide, regional, and even national concern. We have a tradition of "local control" in public education, but this is an entitlement that is earned only when the attainments of efficiency, economy, and adequacy are satisfactory to the state. State demands and standards are set so low that wholly inadequate schools can obtain state approval and support.

Stated another way, local schools and school systems should not be approved or supported by the state unless each one is performing the educational job which the state needs to have done. Otherwise, the school center, or the community, or even the county forfeits its "rights of local control" of schools. The locality must give proof that it has aspirations and goals for "good" education, an understanding of what good schools are like, a willingness to put a premium on superior leadership and teaching competence, and finally, the willingness to exert the necessary effort to attempt to obtain these attributes. Under these conditions the sovereign state should delegate "local" control of education, and provide the financial assistance required to make it effective.

School System Reorganization Needed

A prerequisite to sound educational programs in many areas of the South is school system reorganization. While adequate high school centers must be maintained if adequate educational opportunities are to be provided, adequate school systems must be created before adequate school centers can be established. There must be enough children to permit the organization of efficient, economical, and adequate schools. To accomplish this in the southern states, it will be necessary in many instances to combine school systems in two or more excessively small or sparsely settled counties.

A "socio-economic" unit or community has been defined as an area with common interests and representing a trade territory with daily commercial intercourse. This was the concept of the typical southern county in the beginning. It was measured by the distance a man could travel from home in an hour or two, do a day's work or tend to business, and return home in the evening for the feeding, milking, and other chores. If this measure is applied to the southern states' present network of roads and the modern automobile, then a county is not necessarily a "community." Therefore, school system reorganization in the South should lead to the creation where necessary of multiple county school systems. When one looks to the future, the vast majority of the individual counties of the southern states must be viewed as too small in geographical area to provide a sound basis for a statewide pattern of school system organization—a pattern which makes possible the establishment of adequate high school centers.

State leadership is the key to achieving desirable school system reorganization. Such cannot be achieved by the so-called "democratic" process of local self-determination. It is not reasonable to expect local groups to "study" themselves out of existence. The state must take the initiative. The constitutions and statutes of the eleven states should be amended to authorize and direct the state board of education in each state to define uniform criteria of a satisfactory school system and to administer school system reorganization under statutory mandates.

Adequate State Standards Rigidly Enforced

With sound school system reorganization accomplished, one must not conclude that adequate high school centers will necessarily follow. Local resistance to consolidating small school centers into larger ones may be even stronger than the resistance to school system consolidation. Thus, when sound school system reorganization has been effected, the state should then compel the establishment of adequate school centers through the adoption and enforcement of sound standards governing school programs.

In this connection it is observed that the southern states generally support schools which they will not accredit. Also significant is the universal tendency for "standards" to become "goals" and "satisfactions" and eventually to become "ceilings." Standards developed by the states should somehow express *desirable* practice rather than merely *minimum* practice. State policy should encourage the better school systems to aim for higher goals, while at the same time whipping up the laggards and protecting those who are doing their best. To accomplish these objectives states should consider sharing incentive financial support with local school systems for the "desirable" level of quality. Enrichment funds must be provided by the state for the unavoidable isolated conditions which produce "substandard" situations. The state must then have the courage to withhold financial support from "non-isolated" schools that are substandard instead of being a party to their preservation.

Special Teacher Incentives

As shown in this report, the inequalities of educational opportunity created by small high schools are due in part to inequalities in teacher qualifications. The causal effect of school size on teacher qualifications is not conclusive. The small schools tend to be in the rural areas and teachers generally prefer an urban teaching situation over a rural one. Thus in competing for the services of qualified personnel, a consolidated large rural high school would still be less favored than a large urban high school.

Special incentives may be required, therefore, to encourage teachers to seek employment in rural high schools and particularly in the "isolated" small high schools. It may be necessary, for example, for local school systems to establish salary differentials for teachers in the areas where other incentives to teach are lacking. In the "isolated" areas it may be necessary to build apartments or provide transportation allowances for teachers.

Revitalizing Small High Schools

Even with the completion of all possible school system and high school center reorganization, "necessarily existent" small high schools will remain scattered in most of the southern states. Others will exist for an indefinite period prior to reorganization and the availability of facilities. The programs of these schools must be improved and state and local education agencies should consider some of the broad experimentations with administrative techniques which offer promise of improving the instructional programs of necessarily small high schools. But such expediencies should be employed only after everything reasonable has been done in school consolidation and school system reorganization.

Stored knowledge. In a small high school lacking sufficient teachers and appropriate advanced courses, the use of stored knowledge which can be transmitted electronically should be tried. Certain basic and elementary presentations of information can be prepared and recorded electronically for repeated use. Similarly advanced lessons to be used by gifted students can be recorded. Other materials recorded by outside agencies on video tape, film, audio tape, and automated self-teaching devices can be utilized. Transmission of stored knowledge by these various devices would permit more effective use of the time of available professional teachers, and at least limited instruction in advanced-learning courses would be available to those pupils who need them.

Large high schools are moving rapidly toward utilization of technological advances aimed at improving the quality of instruction. Therefore, the admitted existing gap between the quality of instruction in large and small high schools will be widened rapidly if "necessary" small high schools do not also move forward in this respect.

Flexible scheduling. For the principal of the small high school, the traditional daily schedule is highly convenient administratively. It is much easier to make than a flexible schedule and allows a much larger margin for error. One section each period of the schedule is called "study hall," and any pupil not scheduled in a class is assigned to it. The study hall has several serious disadvantages and should be abandoned in the small high school for at least two reasons. First, any student can study a subject best while under the supervision of the teacher assigned to teach the particular subject. Second, for each "study hall" abandoned there exists the opportunity to add one course offering to the curriculum.

But revitalizing the small high school involves more than eliminating the study hall. It calls for the establishment of a daily schedule truly geared to the individual needs of the pupils. The flexible schedule for small high schools which must exist should begin at the point of unique strength of the small high school—its concern for the individual student and its intimate knowledge of him.

Teacher assistants. With the shortage of professional staff in the small high school, it is imperative that ways be found to make the most efficient use possible of the professional teacher's time, talent, and skills in order to improve the quality of instruction. A promising approach to this objective is the use of teacher assistants to assist in doing the routine tasks of the teacher.

The use of teacher assistants cannot be promoted as a money-saver—it will cost more money. It is, nevertheless, an economy. It is a plan for wiser use of teachers' time and would seem to have special applicability to "necessary" small high schools.

Shared services. The shortage of qualified personnel in the small high schools and the growing need for a variety of special staff services in schools of all sizes require that school systems explore the possibility of sharing specialists in areas where no single high school can justify the added expense of hiring such specialists. The most obvious manner of sharing services is by sharing teachers. Another approach to shared services is for the state to add special service personnel to the state department of education staff and to deploy them on some area or intermediate unit basis.

Shared pupils. A variation in the program of shared services is for one high school to transport a group of pupils to another high school for a certain course. This may be feasible and desirable where one school has special facilities not available in a neighboring school, but if so there should be some unusual reason why the entire schools should not be merged.

Correspondence courses. Small high schools can offer correspondence courses to pupils in subjects not otherwise available in the school. Reputable institutions offering correspondence courses should be carefully selected. The pupil should take the correspondence course under school supervision. Teachers should be encouraged to check the student's progress often and to offer assistance.

A word of caution. The foregoing suggestions have been made as possibilities for improving small high schools which *must* exist for various reasons. Efforts to improve the small high school should not be in opposition to movement to reorganize the small high schools into adequate school centers.

An Opportune Time for Improvement

Segregation of the races has been a contributing factor to the perpetuation of many small high schools in the southern region. Where the youth population of either race has been too small for efficient high school center organization, in many instances the integration of the schools will make adequate school centers feasible.

The Civil Rights Act of 1964, Public Law 88-352, contains two provisions of major significance to local school systems. Title IV of the Civil Rights Act provides assistance to school systems involved in desegregating school facilities. Title VI withholds federal aid payments in any form from any school system which practices discrimination. The purpose of Title IV is to help local school authorities overcome the obstacles to equal educational opportunities for all children, while Title VI will provide strong incentive toward school integration.

As this happens, local school systems will have more opportunities even under present school system structure to create high school centers which meet the criteria of program adequacy. These opportunities, combined with realistic school system reorganization, increased financial support for education, and the willingness of lay citizens to place the welfare of youth ahead of special interest, should assure substantial improvements in secondary education in the South.

Part 3

THE STORY IN STATISTICS

SECTION A. REGIONAL STATISTICS

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TABLE 1

Number and Per Cent of High School Pupils in Various Organizational Patterns, by State

State	Pupils								
	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Total
Alabama	140,873	65.8	5,880	2.7	41,154	19.2	26,390	12.3	214,297
Arkansas	99,278	72.4	3,204	2.3	9,892	7.2	24,773	18.1	137,147
Florida	127,502	46.9	6,079	2.2	30,414	11.2	107,894	39.7	271,889
Georgia	17,270	7.7	122,308	54.9	72,667	32.6	10,665	4.8	222,910
Kentucky	69,018	39.5	3,627	2.1	87,630	50.2	14,268	8.2	174,543
Louisiana	121,820	59.3	12,976	6.3	43,717	21.3	27,050	13.1	205,563
Mississippi	133,763	78.7	4,691	2.8	21,481	12.6	10,067	5.9	170,002
North Carolina					209,248	82.3	45,122	17.7	254,370
South Carolina	93,781	47.6	51,583	26.2	37,156	18.8	14,651	7.4	197,171
Tennessee	87,378	39.7	6,600	3.0	95,591	43.4	30,616	13.9	220,185
Virginia			182,527	72.9	44,330	17.7	23,515	9.4	250,372
Southern Region	890,683	38.4	399,475	17.2	693,280	29.9	335,011	14.5	2,318,449

TABLE 2

Percentage Distribution of High Schools, by Size of School and by State

State	Number of high schools	Per cent of high schools with pupil enrollment in following ranges:						
		99 or fewer	100-249	250-499	500-999	1,000-1,499	1,500-1,999	2,000 or more
Alabama	433	1.6	21.5	42.1	25.5	5.1	2.8	1.4
Arkansas	483	15.3	45.9	24.6	12.6	1.0	0.4	0.2
Florida	334	4.8	18.0	22.7	22.1	13.2	8.7	10.5
Georgia	412	3.4	26.9	29.1	27.2	8.5	2.7	2.2
Kentucky	359	2.8	29.0	35.4	23.4	6.4	1.1	1.9
Louisiana	501	11.0	33.9	29.1	18.0	5.2	2.4	0.4
Mississippi	428	3.7	31.8	38.8	22.0	3.0	0.7	
North Carolina	650	6.6	35.1	33.2	20.0	3.7	1.1	0.3
South Carolina	355	1.1	19.4	34.3	33.0	9.9	2.3	
Tennessee	445	4.3	25.6	34.6	24.7	7.9	2.7	0.2
Virginia	376	4.0	20.7	27.4	26.1	11.2	6.6	4.0
Southern Region	4,776	5.7	29.0	32.1	22.6	6.4	2.6	1.6

TABLE 3

Percentage Distribution of Pupil Enrollment, by Size of High School and by State

State	Number of high school pupils	Per cent of pupils in high schools with pupil enrollment in following ranges: 99 or fewer	100-249	250-499	500-999	1,000-1,499	1,500-1,999	2,000 or more
Alabama	214,297	0.2	7.8	29.8	34.6	12.1	10.2	5.3
Arkansas	137,147	3.8	27.9	30.6	29.0	4.2	2.9	1.6
Florida	271,889	0.4	4.2	10.3	19.4	20.1	18.8	26.8
Georgia	222,910	0.5	9.0	19.7	34.1	18.7	9.5	8.5
Kentucky	174,543	0.4	10.8	27.2	32.4	15.3	3.7	10.2
Louisiana	205,563	1.9	13.8	25.3	30.0	15.4	11.1	2.5
Mississippi	170,002	0.8	14.4	35.1	36.5	10.2	3.0	
North Carolina	254,370	1.4	15.6	29.9	35.4	11.1	4.8	1.8
South Carolina	197,171	0.2	6.4	25.5	40.4	21.0	6.5	
Tennessee	220,185	0.6	9.2	25.5	35.5	19.3	8.8	1.1
Virginia	250,372	0.4	5.6	14.9	27.1	20.5	17.2	14.3
Southern Region	2,318,449	0.9	10.5	24.0	31.9	15.8	9.5	7.4

TABLE 4

College Training of High School Teachers, by Size of School

School size (Pupils enrolled)	Number of teachers	Master's degree or above		Bachelor's degree		Less than bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent
99 or fewer	1,423	207	14.5	1,107	77.8	109	7.7
100-249	12,667	2,402	19.0	9,748	77.0	517	4.0
250-499	23,864	5,002	21.0	18,221	76.3	641	2.7
500-999	30,052	7,341	24.4	22,128	73.6	583	2.0
1,000-1,499	14,638	4,235	28.9	10,244	70.0	159	1.1
1,500-1,999	8,676	2,783	32.1	5,802	66.9	91	1.0
2,000 or more	7,485	2,417	32.3	4,975	66.5	93	1.2
Southern Region	98,805	24,387	24.7	72,225	73.1	2,193	2.2

TABLE 5

Number and Per Cent of High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate, by State

	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
State	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages
Alabama	167,396	161,376	26,189	16,039	6,326	1,145	9.6	3.9	4.4
Arkansas	104,457	88,679	11,950	18,928	13,778	2,174	18.1	15.5	18.2
Florida	206,239	162,341	68,953	16,243	16,149	8,064	7.9	9.9	11.7
Georgia	167,691	151,913	45,690	16,780	21,151	3,025	10.0	13.9	6.6
Kentucky	130,980	124,466	28,204	20,504	5,983	2,255	15.7	4.8	8.0
Louisiana	158,057	149,232	24,078	7,754	11,570	1,136	4.9	7.8	5.5
Mississippi	137,005	109,853	17,780	10,016	5,039	1,297	7.3	4.6	7.3
North Carolina					NOT AVAILABLE				
South Carolina	152,797	131,696	30,347	14,589	10,444	1,827	9.5	7.9	6.0
Tennessee					NOT AVAILABLE				
Virginia	178,537	163,053	65,045	13,822	20,826	2,094	7.7	12.8	3.2
Southern Region	1,403,159	1,242,609	318,236	134,675	111,266	23,017	9.6	9.0	7.2

TABLE 6

Number and Per Cent of High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by State

	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
State	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education
Alabama	225,666	194,782	67,794	6,183	5,517	2,731	2.7	2.8	4.0
Arkansas	143,982	111,558	40,639	17,980	19,272	3,460	12.4	17.3	8.5
Florida	278,262	214,054	101,144	22,527	22,510	9,004	8.1	10.5	8.9
Georgia	223,146	187,863	70,678	9,169	11,792	3,018	4.1	6.3	4.3
Kentucky	180,094	149,018	69,629	5,387	5,015	1,044	3.0	3.4	1.5
Louisiana	231,028	152,939	62,512	10,064	5,976	1,401	4.4	3.9	2.2
Mississippi	171,960	172,255	41,029	5,062	8,656	1,105	2.9	5.0	2.7
North Carolina					NOT AVAILABLE				
South Carolina	198,147	144,578	37,495	9,839	9,843	782	5.0	6.8	2.1
Tennessee					NOT AVAILABLE				
Virginia	247,844	187,874	89,016	12,042	19,640	3,932	4.9	10.5	4.4
Southern Region	1,900,129	1,514,921	579,936	98,253	108,221	26,477	5.2	7.1	4.6

TABLE 7

Number and Per Cent of High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by State

State	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.
Alabama	9,603	14,191	156,835	581	1,406	18,039	6.1	9.9	11.5
Arkansas	1,399	3,370	86,934	223	167	11,588	15.9	5.0	13.3
Florida	36,063	17,060	193,509	6,201	3,092	14,046	17.2	18.1	7.2
Georgia	12,422	7,206	103,566	860	1,146	8,243	6.9	15.9	8.0
Kentucky	21,530	3,160	84,046	98	245	3,112	0.5	7.8	3.7
Louisiana	24,613	5,308	179,627	258	340	9,417	1.0	6.4	5.2
Mississippi	8,157	5,240	58,170	794	182	2,324	9.8	3.5	4.0
North Carolina				NOT AVAILABLE					
South Carolina	13,940	14,647	96,341	424	448	8,686	3.0	3.1	9.0
Tennessee				NOT AVAILABLE					
Virginia	32,518	5,157	160,955	2,016	648	16,357	6.2	12.6	10.2
Southern Region	160,245	75,339	1,119,983	11,455	7,674	91,812	7.1	10.2	8.2

* Includes distributive education, trades and industries, day trades, and diversified occupations.

TABLE 8

Number and Per Cent of High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by State

State	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music
Alabama	22,583	42,177	38,036	113	51	1,663	0.5	0.1	4.4
Arkansas	20,314	30,839	22,805	76	652	1,030	0.4	2.1	4.5
Florida	16,370	49,927	59,653	494	1,524	2,706	3.0	3.0	4.5
Georgia	21,109	50,476	39,093	26	634	1,039	0.1	1.3	2.7
Kentucky	13,559	35,677	38,286	77	31	616	0.6	0.1	1.6
Louisiana	18,224	49,887	58,425	195	606	2,173	1.1	1.2	3.7
Mississippi	17,957	35,740	31,715		392	1,691		1.1	5.3
North Carolina				NOT AVAILABLE					
South Carolina	21,534	42,960	34,648		265	2,071		0.6	6.0
Tennessee				NOT AVAILABLE					
Virginia	10,141	39,893	36,076	214	528	2,402	2.1	1.3	6.7
Southern Region	161,791	377,576	358,737	1,195	4,683	15,391	0.7	1.2	4.3

TABLE 9

Per Cent of Pupil-Class Units Taught by Teachers without Subject Endorsement on Teaching Certificate, by Size of School and by Per Pupil Expenditure for Instructional Salaries

School size (Pupils enrolled)	Per cent of pupil-class units taught by teachers without subject endorsement on teaching certificate in schools in following per pupil expenditure categories:									
	$100-$149	$150-$199	$200-$249	$250-$299	$300-$349	$350-$399	$400-$449	$450-$499	$500-$549	$550 or more
99 or fewer	63.8	25.7	29.2	20.1	21.7	13.8	18.7	13.1	9.5	7.8
100-249	19.8	17.4	11.1	12.4	10.1	3.0	15.6	5.9	4.4	3.4
250-499	10.7	7.8	7.1	7.3	2.6	1.4		1.7		4.8
500-999	6.4	5.9	5.5	4.1	3.9	2.4		4.8		
1,000-1,499	6.6	3.6	2.3	2.3	0.9					
1,500-1,999	0.7	2.0	2.9	0.9	0.1					
2,000 or more	0.9	1.1	1.7	0.5		4.6				
Southern Region	8.1	5.8	4.8	5.3	6.4	6.3	4.6	5.7	4.4	5.2

TABLE 10

Sex of High School Teachers and Principals, by State

State	Teachers					Principals				
	Total number	Men		Women		Total number	Men		Women	
		Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
Alabama	8,674	3,441	39.7	5,233	60.3	433	421	97.2	12	2.8
Arkansas	6,083	2,854	46.9	3,229	53.1	483	468	96.9	15	3.1
Florida	12,515	5,603	44.8	6,912	55.2	324	313	96.6	11	3.4
Georgia	9,448	3,998	42.3	5,450	57.7	412	406	98.5	6	1.5
Kentucky	7,047	3,335	47.3	3,712	52.7	359	342	95.3	17	4.7
Louisiana	9,299	4,383	47.1	4,916	52.9	501	478	95.4	23	4.6
Mississippi	7,512	3,675	48.9	3,837	51.1	428	417	97.4	11	2.6
North Carolina	10,325	4,342	42.1	5,983	57.9	650	641	98.6	9	1.4
South Carolina	7,632	2,756	36.1	4,876	63.9	303	297	98.0	6	2.0
Tennessee	8,482	3,715	43.8	4,767	56.2	389	386	99.2	3	0.8
Virginia					NOT AVAILABLE					
Southern Region	87,017	38,102	43.8	48,915	56.2	4,282	4,169	97.4	113	2.6

TABLE 11

Number and Per Cent of High School Teachers Holding Degree from In-State College, by State

State	Number of high school teachers	Teachers holding degree from in-state college	
		Number	Per cent
Alabama	8,674	7,267	83.8
Arkansas		NOT AVAILABLE	
Florida	12,515	5,242	41.9
Georgia		NOT AVAILABLE	
Kentucky	7,047	6,426	91.2
Louisiana	9,299	8,124	87.4
Mississippi		NOT AVAILABLE	
North Carolina		NOT AVAILABLE	
South Carolina	7,632	6,350	83.2
Tennessee	8,482	3,076	36.3
Virginia	11,788	6,573	55.7
Southern Region	65,437	43,058	65.8

TABLE 12

Per Cent of High School Teachers, by Total Years of Teaching Experience by State

State	Number of high school teachers	Per cent of teachers with following years of teaching experience:									
		Less than 1 year	1 year	2 years	3 years	4 years	5 years	6-10 years	11-15 years	16-20 years	21 or more years
Alabama	8,674	4.7	4.7	7.0	5.3	5.9	5.3	19.2	15.6	8.5	23.8
Arkansas	6,083	11.7	9.6	7.3	6.5	5.4	4.6	17.6	12.5	7.9	16.9
Florida					NOT AVAILABLE						
Georgia	9,448	2.1	9.7	8.7	7.1	5.9	5.5	18.7	16.5	8.1	17.7
Kentucky	7,047	9.4	9.0	8.2	6.3	6.0	4.8	16.3	12.5	7.2	20.3
Louisiana	9,299	3.6	3.6	6.7	5.6	6.0	5.7	21.2	17.6	10.3	19.7
Mississippi	7,512	11.3	8.3	7.0	6.5	5.2	5.0	17.7	14.3	8.2	16.5
North Carolina	10,325	9.0	7.8	6.4	6.5	5.3	4.7	18.4	41.9*		
South Carolina	7,632	10.0	6.5	6.3	5.3	4.9	4.4	18.3	14.3	10.2	19.8
Tennessee	8,482	6.7	5.2	4.4	4.8	4.5	4.4	17.7	14.5	10.4	27.4
Virginia	11,788	10.1	8.9	7.2	6.7	5.3	5.0	18.4	13.1	8.0	17.3
Southern Region	86,290	6.8	8.1	6.9	6.1	5.4	5.0	18.4	18.0	7.7	17.6

* 11 or more years.

TABLE 13

Per Cent of Classes in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges: 1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	40,472	3.8	6.1	10.2	15.7	26.1	22.2	10.2	5.6
Arkansas	27,157	7.6	11.1	14.7	18.0	21.5	15.4	6.3	5.4
Florida	54,003	5.2	7.0	10.7	15.9	28.6	21.1	5.8	5.7
Georgia	40,442	2.4	6.4	11.5	18.2	28.2	21.0	9.1	3.2
Kentucky	34,791	3.6	9.0	12.9	18.8	28.8	19.6	4.4	2.9
Louisiana	44,320	5.2	8.7	13.8	19.6	27.9	15.9	4.4	4.5
Mississippi	30,980	6.2	8.4	12.6	15.8	24.2	17.6	10.7	4.5
North Carolina	47,302	4.1	7.9	13.1	18.9	26.4	21.3	5.9	2.4
South Carolina	34,772	4.8	7.7	12.2	16.5	23.6	19.6	9.2	6.4
Tennessee	38,371	3.3	5.9	11.5	18.4	25.5	21.1	9.8	4.5
Virginia	48,926	6.1	8.6	13.0	19.4	27.0	16.0	5.9	4.0
Southern Region	441,536	4.7	7.8	12.3	17.8	26.4	19.3	7.3	4.4

TABLE 14

Per Cent of Classes in Language Arts in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges: 1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	7,804	0.6	1.7	6.9	16.1	33.2	28.2	12.5	0.8
Arkansas	5,471	3.0	6.0	12.7	20.5	27.5	20.4	7.0	2.9
Florida	10,065	2.0	2.6	7.8	16.2	38.3	26.8	5.2	1.1
Georgia	8,003	0.9	2.7	8.5	19.4	33.5	24.7	9.6	0.7
Kentucky	6,632	1.1	3.7	8.7	21.0	35.4	24.3	4.5	1.3
Louisiana	8,771	1.5	4.8	11.9	21.9	34.8	18.7	4.5	1.9
Mississippi	5,996	0.6	2.8	8.4	17.5	31.4	23.1	12.6	3.6
North Carolina	9,476	1.0	3.0	9.6	20.4	33.3	25.8	5.9	1.0
South Carolina	6,860	0.9	2.9	7.8	17.3	29.0	26.2	10.8	5.1
Tennessee	7,942	0.5	1.9	7.3	19.3	31.7	27.8	10.7	0.8
Virginia	9,272	1.9	3.8	9.7	22.7	35.1	19.4	5.9	1.5
Southern Region	86,292	1.3	3.2	9.0	19.3	33.4	24.2	7.9	1.7

TABLE 15

Per Cent of Classes in Mathematics in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges: 1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	5,593	2.3	4.3	7.7	15.8	30.5	27.9	10.6	0.9
Arkansas	4,084	5.9	7.9	11.9	18.5	26.4	19.5	6.8	3.1
Florida	7,444	2.3	3.2	7.0	16.3	35.7	28.4	6.2	0.9
Georgia	6,039	1.2	4.0	8.6	18.4	31.5	25.5	10.3	0.5
Kentucky	4,912	2.9	5.7	9.7	17.1	33.5	24.6	5.0	1.5
Louisiana	6,121	4.3	5.5	11.1	20.5	33.2	19.2	4.4	1.8
Mississippi	4,936	4.1	4.1	9.2	15.3	28.6	22.2	13.3	3.2
North Carolina	6,394	2.7	5.0	9.6	17.0	29.5	28.0	6.6	1.6
South Carolina	5,429	2.6	5.0	8.3	16.1	27.9	24.2	10.6	5.3
Tennessee	4,912	3.6	4.4	8.1	16.9	29.6	24.6	11.7	1.1
Virginia	6,882	4.4	5.4	10.6	20.8	32.5	19.1	5.3	1.9
Southern Region	62,746	3.2	4.8	9.2	17.6	31.1	24.1	8.1	1.9

TABLE 16

Per Cent of Classes in Science in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges: 1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	5,682	1.3	3.5	7.4	15.6	31.6	27.8	11.8	1.0
Arkansas	3,413	4.4	7.4	11.7	19.9	27.6	18.2	6.9	3.9
Florida	6,557	1.9	3.5	7.2	15.5	35.8	28.7	5.6	1.8
Georgia	5,453	0.8	3.4	8.6	18.0	33.5	25.4	9.8	0.5
Kentucky	4,575	1.7	4.9	8.1	18.0	35.2	25.9	4.4	1.8
Louisiana	5,658	2.3	5.1	10.9	20.6	34.6	20.0	4.4	2.1
Mississippi	3,984	3.5	5.5	9.8	15.1	28.5	21.4	12.5	3.7
North Carolina	6,521	1.8	3.9	9.5	19.7	33.3	24.1	6.1	1.6
South Carolina	4,626	2.0	4.2	9.3	15.1	28.5	23.6	11.3	6.0
Tennessee	4,727	1.9	3.9	7.4	15.4	30.8	28.5	11.2	0.9
Virginia	6,203	2.8	4.2	10.3	22.2	35.9	18.2	4.6	1.8
Southern Region	57,399	2.1	4.3	9.0	17.9	32.8	24.0	7.8	2.1

TABLE 17

Per Cent of Classes in Social Studies in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	6,630	0.4	1.6	5.4	15.7	32.3	29.9	13.6	1.1
Arkansas	4,142	2.8	6.6	11.1	18.9	26.7	21.0	8.8	4.1
Florida	7,324	0.9	1.8	5.5	13.5	35.2	31.2	8.4	3.5
Georgia	6,551	0.3	2.2	6.8	17.4	34.1	27.0	11.4	0.8
Kentucky	5,304	0.7	3.4	7.0	17.3	35.8	27.5	5.7	2.6
Louisiana	5,690	1.9	4.3	10.5	19.9	36.4	20.5	4.6	1.9
Mississippi	5,938	1.4	2.3	8.5	16.4	28.2	23.8	15.7	3.7
North Carolina	6,595	0.5	2.2	7.2	16.5	31.2	31.0	8.5	2.9
South Carolina	4,913	1.0	2.8	7.0	15.3	28.2	27.3	12.1	6.3
Tennessee	4,577	0.7	2.5	7.9	16.4	29.2	27.6	14.3	1.4
Virginia	6,741	0.9	2.8	8.7	19.3	34.6	23.9	6.9	2.9
Southern Region	64,405	1.0	2.8	7.6	16.9	32.3	26.8	9.8	2.8

TABLE 18

Per Cent of Classes in Foreign Languages in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	1,079	4.9	10.4	13.8	18.3	32.1	17.8	2.5	0.2
Arkansas	583	14.5	16.3	16.1	23.5	19.0	7.2	2.4	1.0
Florida	2,773	4.5	6.2	14.1	20.9	33.8	17.3	2.7	0.5
Georgia	1,865	3.4	9.9	16.1	21.5	27.7	16.0	5.1	0.3
Kentucky	1,310	8.9	13.7	19.3	23.6	24.4	9.0	1.0	0.1
Louisiana	1,065	8.2	12.0	15.3	24.3	25.8	11.9	1.8	0.7
Mississippi	817	13.0	10.8	15.3	16.7	36.2	7.1	0.7	0.2
North Carolina	2,464	5.4	8.2	15.2	23.3	26.7	17.5	3.1	0.6
South Carolina	1,324	9.1	11.0	16.4	20.2	25.7	13.4	3.5	0.7
Tennessee	1,572	6.5	9.0	15.3	22.3	26.1	16.6	4.0	0.2
Virginia	2,917	8.3	11.3	17.4	23.9	28.1	9.1	1.6	0.3
Southern Region	17,769	6.9	10.0	15.9	22.0	28.3	13.8	2.7	0.4

TABLE 19

Per Cent of Classes in Physical Education in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	4,279	1.5	2.6	5.6	9.8	11.6	15.4	15.4	38.1
Arkansas	2,862	3.9	8.1	13.2	14.6	14.6	12.1	10.3	23.2
Florida	6,261	7.3	9.1	10.5	8.7	10.3	11.9	12.2	30.0
Georgia	3,360	1.0	4.6	10.2	13.0	19.7	17.2	14.3	20.0
Kentucky	3,008	2.8	8.0	11.3	14.7	26.8	18.6	8.7	9.1
Louisiana	6,253	3.3	7.4	13.3	17.1	19.8	15.1	8.6	15.4
Mississippi	1,971	4.5	8.1	12.9	14.3	15.9	14.0	12.5	17.8
North Carolina	2,175	4.0	4.0	8.8	16.2	23.5	21.1	13.2	9.2
South Carolina	3,168	3.9	7.8	11.4	13.2	15.1	14.7	13.9	20.0
Tennessee	4,438	3.0	3.5	8.4	12.8	16.2	16.9	13.5	25.7
Virginia	5,017	2.6	3.8	6.5	12.1	16.6	20.1	19.0	19.3
Southern Region	42,792	3.5	6.1	10.0	13.0	16.8	15.8	12.9	21.9

TABLE 20

Per Cent of Classes in Music in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	1,269	11.1	11.3	10.2	9.5	11.6	10.1	9.1	27.1
Arkansas	817	13.6	12.6	9.8	11.1	13.8	10.4	6.6	22.1
Florida	1,983	11.9	10.6	10.1	10.3	11.0	9.9	6.8	29.4
Georgia	1,255	8.7	9.4	7.7	10.6	11.7	9.6	7.9	34.4
Kentucky	1,329	9.9	12.0	11.7	11.2	15.9	9.9	5.6	23.8
Louisiana	2,064	12.2	9.5	12.3	12.4	14.3	9.9	7.0	22.4
Mississippi	1,206	20.1	11.0	12.5	9.1	10.9	6.7	7.9	21.8
North Carolina	906	8.9	9.9	8.4	10.5	11.3	8.2	8.6	34.2
South Carolina	1,240	13.9	10.8	12.6	9.8	11.9	9.6	8.4	23.0
Tennessee	1,132	11.1	9.5	10.8	10.8	11.5	11.0	8.0	27.3
Virginia	1,270	14.5	13.3	11.7	8.2	11.0	8.1	6.2	27.0
Southern Region	14,471	12.3	10.8	10.8	10.4	12.3	9.5	7.4	26.5

TABLE 21

Per Cent of Classes in Art in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges: 1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	371	14.0	9.2	15.1	20.2	23.5	9.7	6.7	1.6
Arkansas	65	12.3	20.0	7.7	21.5	20.0	12.3	3.1	3.1
Florida	718	5.7	9.5	13.5	24.1	27.8	14.6	3.8	1.0
Georgia	364	1.1	7.1	12.9	21.2	29.4	20.1	8.2	
Kentucky	547	5.8	11.2	17.5	25.2	23.8	13.7	2.4	0.4
Louisiana	412	5.6	8.7	16.3	17.7	29.1	14.8	2.7	5.1
Mississippi	155	8.4	12.3	11.0	18.0	25.8	10.3	11.0	3.2
North Carolina	260	2.7	15.0	20.0	22.7	21.9	14.2	2.7	0.8
South Carolina	202	7.9	13.4	19.3	17.8	29.7	9.4	2.5	
Tennessee	362	2.5	6.1	19.1	24.7	22.4	13.3	8.0	3.9
Virginia	739	8.7	15.7	31.9	26.9	10.8	3.5	1.8	0.7
Southern Region	4,195	6.4	11.0	18.6	22.9	23.3	12.0	4.3	1.5

TABLE 22

Per Cent of Classes in Business Education in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges: 1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	2,894	6.5	12.9	16.4	18.2	25.1	16.4	4.3	0.2
Arkansas	2,138	18.2	20.0	22.1	15.0	13.1	8.1	2.8	0.7
Florida	4,432	12.6	10.3	13.0	18.9	26.3	14.0	3.5	1.4
Georgia	2,862	4.3	10.7	15.8	18.7	24.9	17.3	8.0	0.3
Kentucky	2,943	4.6	12.1	16.4	22.1	25.9	14.6	3.6	0.7
Louisiana	2,866	9.4	14.7	17.1	20.0	26.2	11.5	0.8	0.3
Mississippi	2,132	16.1	19.8	22.1	17.6	14.9	6.6	1.9	1.0
North Carolina	5,013	4.7	8.7	14.8	18.6	24.5	19.6	7.2	1.9
South Carolina	2,136	11.1	16.8	19.1	18.5	18.7	11.8	3.0	1.0
Tennessee	3,119	4.2	8.2	13.7	19.2	24.7	19.2	10.0	0.8
Virginia	3,982	9.7	12.5	17.0	20.4	24.8	12.3	2.8	0.5
Southern Region	34,517	8.7	12.5	16.4	19.0	23.5	14.4	4.6	0.9

TABLE 23

Per Cent of Classes in Home Economics in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	2,193	9.9	19.0	29.4	24.0	12.5	4.1	1.0	0.1
Arkansas	1,811	19.3	25.3	26.6	16.4	7.7	2.9	1.3	0.5
Florida	2,522	8.1	19.2	25.7	26.5	16.0	3.8	0.4	0.3
Georgia	2,325	3.0	15.2	25.7	28.0	19.1	6.4	2.4	0.2
Kentucky	2,057	9.2	29.0	33.0	22.8	4.8	1.0	0.1	0.1
Louisiana	2,718	13.3	23.8	26.4	20.1	10.9	3.9	1.1	0.5
Mississippi	2,060	15.5	28.2	28.3	14.7	7.8	3.2	1.8	0.5
North Carolina	3,318	10.3	21.7	30.6	22.4	10.4	3.8	0.6	0.2
South Carolina	2,105	10.2	18.1	25.0	20.8	15.2	6.5	2.8	1.4
Tennessee			INCLUDED WITH VOCATIONAL SUBJECTS						
Virginia	2,492	19.9	30.0	28.5	14.0	4.5	1.8	0.8	0.5
Southern Region	23,601	11.7	22.8	28.0	21.1	11.0	3.8	1.2	0.4

TABLE 24

Per Cent of Classes in Agriculture in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	1,277	15.1	28.7	24.2	16.8	9.8	3.1	1.7	0.6
Arkansas	1,261	20.9	30.4	25.2	14.2	5.2	2.8	1.1	0.2
Florida	1,044	20.8	32.9	25.2	13.2	5.3	1.7	0.6	0.3
Georgia	1,126	6.1	28.5	32.9	16.1	9.5	5.7	1.0	0.2
Kentucky	865	15.1	38.2	29.4	11.3	5.1	0.5	0.5	0.2
Louisiana	1,120	24.6	28.4	21.3	11.7	8.4	3.6	1.0	1.0
Mississippi	1,056	22.3	27.0	21.7	14.7	7.0	4.2	2.5	0.6
North Carolina	2,462	18.2	31.9	25.9	14.9	5.4	2.5	0.9	0.3
South Carolina	1,210	22.4	22.6	20.8	16.4	8.8	4.3	2.6	2.1
Tennessee			INCLUDED WITH VOCATIONAL SUBJECTS						
Virginia	1,141	34.8	34.7	18.7	8.1	2.3	0.9	0.1	0.4
Southern Region	12,562	19.9	30.3	24.5	14.0	6.6	2.9	1.2	0.6

TABLE 25

Per Cent of Classes in Industrial Arts in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	447	5.1	9.9	32.2	25.3	18.8	7.4	0.9	0.4
Arkansas	309	12.3	21.7	27.8	19.1	12.0	5.1	1.0	1.0
Florida	1,704	7.6	13.6	23.2	26.8	20.6	7.3	0.8	0.1
Georgia	860	29.4	28.7	24.7	12.8	3.7	0.7		
Kentucky	1,106	5.7	20.3	31.9	26.4	12.7	2.5		0.5
Louisiana	1,273	10.7	21.7	26.5	20.9	12.9	5.2	1.3	0.8
Mississippi	433	14.3	22.9	25.2	17.8	10.8	5.1	3.2	0.7
North Carolina	883	7.5	17.6	31.6	24.9	13.4	4.0	0.8	0.2
South Carolina	711	11.0	20.2	27.3	19.3	13.4	5.8	2.2	0.8
Tennessee	4,507	7.6	16.5	26.1	26.9	16.4	5.4	0.8	0.3
Virginia	1,898	13.6	25.8	31.7	20.1	6.6	1.4	0.1	0.7
Southern Region	14,131	10.2	19.3	27.5	23.6	13.7	4.5	0.8	0.4

TABLE 26

Per Cent of Classes in T and I Education in High Schools within Various Class Size Categories by State

State	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Alabama	954	32.6	22.1	25.8	11.3	5.6	1.6	1.0	
Arkansas	201	21.4	27.4	23.4	11.9	10.0	5.9		
Florida	1,176	24.9	32.2	30.0	9.9	2.2	0.4	0.1	0.3
Georgia	379	13.5	23.7	26.7	15.3	10.3	5.8	3.4	1.3
Kentucky	203	24.1	20.7	37.9	9.9	6.9	0.5		
Louisiana	309	17.5	26.5	26.5	16.6	8.1	4.2		0.6
Mississippi	296	12.8	25.0	33.5	18.3	5.1	3.0	2.0	0.3
North Carolina	835	12.6	24.8	23.2	21.0	11.8	4.4	1.2	1.0
South Carolina	848	12.6	21.5	37.5	22.9	4.9	0.5	0.1	
Tennessee	1,083	9.0	15.0	28.6	25.7	15.1	4.9	1.1	0.6
Virginia	372	34.4	28.5	20.4	11.3	4.6	0.8		
Southern Region	6,656	19.0	23.7	28.3	17.6	7.6	2.6	0.8	0.4

TABLE 27

Total Number of Grade 9-12 Course Units Offered in Southern High Schools—Grade 7-12 Organization—by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools whose total course units fall in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	176	51.7	20.5	9.7	13.6	4.5									
100-249	846	14.4	38.9	30.1	11.5	4.3	0.7	0.1							
250-499	804	3.7	19.5	37.1	23.5	12.1	3.6	0.5							
500-999	405	0.7	7.9	16.6	26.4	25.7	14.1	6.4	1.0	0.5	0.5	0.2			
1,000-1,499	74		4.0	8.1	4.0	10.8	13.5	23.0	14.9	8.1	4.0	6.8	1.4	1.4	
1,500-1,999	22					13.6	9.2	9.2	18.1	18.1	13.6	4.5	9.2	4.5	
2,000 or more	20						5.0	5.0	5.0	10.0	5.0	20.0	20.0	15.0	15.0
Southern Region	2,347	10.5	23.7	27.4	17.9	10.9	4.5	2.2	0.8	0.6	0.4	0.5	0.3	0.2	0.1

TABLE 28

Total Number of Grade 9-12 Course Units Offered in Southern High Schools—Grade 8-12 Organization—by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools whose total course units fall in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	26	26.9	23.1	23.1	3.8	15.4	7.7								
100-249	186	1.1	7.5	28.5	34.4	15.6	8.1	3.2	1.6						
250-499	224		2.7	11.6	24.6	24.6	22.7	9.4	2.7	1.3		0.4			
500-999	206		1.5	6.8	11.7	25.4	12.7	11.2	13.6	12.2	2.9	1.5	0.5		
1,000-1,499	66				1.5	10.6	13.7	12.1	21.2	21.2	7.6	7.6	3.0	1.5	
1,500-1,999	24					8.3		8.3	12.5	16.7	20.9	8.3		8.3	16.7
2,000 or more	9							11.1	22.3		22.2		22.2	11.1	11.1
Southern Region	741	1.2	3.9	13.4	19.6	20.1	13.9	8.3	7.6	6.2	2.4	1.5	0.7	0.5	0.7

TABLE 29

Total Number of Grade 9-12 Course Units Offered in Southern High Schools—Grade 9-12 Organization—by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools whose total course units fall in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	70	36.1	40.3	20.8	2.8										
100-249	346	4.3	20.0	40.1	27.8	6.9	0.3	0.3			0.3				
250-499	457	0.4	3.5	15.9	37.1	33.4	7.6	1.3	0.2	0.2	0.2	0.2			
500-999	370		0.3	1.6	10.0	31.3	27.3	17.3	9.5	1.1	1.3		0.3		
1,000-1,499	92	1.1			3.3	7.6	17.4	17.4	18.4	11.9	7.6	6.5	3.3	2.2	3.3
1,500-1,999	31			3.2		3.2	3.2	16.1	16.1	16.1	3.2	3.2	13.0	9.7	13.0
2,000 or more	15					6.7		6.7			13.3	13.3	13.3	20.0	26.7
Southern Region	1,381	3.2	8.3	16.9	22.3	21.8	11.1	6.7	4.2	1.5	1.2	0.7	0.7	0.6	0.8

TABLE 30

Total Number of Grade 9-12 Course Units Offered in Southern High Schools—Grade 10-12 Organization—by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools whose total course units fall in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	1	100.0													
100-249	7	14.3		71.4	14.3										
250-499	46		4.4	20.0	22.2	26.7	13.4	4.4	6.7	2.2					
500-999	99		1.0	3.0	8.1	27.3	24.3	15.2	12.1	3.0		3.0	3.0		
1,000-1,499	72	1.4		1.4	1.4	5.6	4.2	18.0	18.0	13.9	13.9	4.2	2.8	8.3	6.9
1,500-1,999	48					2.0	6.3	6.3	6.3	4.1	12.5	6.3	8.3	12.5	35.4
2,000 or more	34								5.9	2.9	5.9	8.8	5.9	5.9	64.7
Southern Region	307	1.0	1.0	5.9	6.5	14.4	11.7	10.8	10.8	5.5	5.9	3.9	3.6	4.6	14.4

TABLE 31

Total Number of Grade 9-12 Course Units Offered in All Southern High Schools—by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools whose total course units fall in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	273	45.5	25.8	13.8	9.8	4.4	0.7								
100-249	1,385	10.1	29.8	32.6	18.6	6.4	1.6	0.6	0.2		0.1				
250-499	1,531	2.1	11.8	26.5	27.7	20.7	7.9	2.1	0.7	0.3	0.1	0.1			
500-999	1,080	0.3	3.4	8.3	16.3	27.7	19.3	11.9	7.3	3.2	1.2	0.6	0.5		
1,000-1,499	304	0.7	1.0	2.3	2.6	8.6	12.5	17.8	18.1	13.4	8.2	6.3	2.6	3.3	2.6
1,500-1,999	125			0.8		5.6	4.8	9.6	12.0	12.0	12.0	5.6	8.0	9.6	20.0
2,000 or more	78					1.3	1.3	3.8	6.4	3.8	9.0	11.5	12.9	11.5	38.5
Southern Region	4,776	6.3	14.8	20.8	18.7	15.7	8.3	5.0	3.5	2.1	1.3	0.9	0.7	0.6	1.3

TABLE 32

Percentage Distribution of High Schools by Number of Course Units Offered in Language Arts, by State

State	Number of high schools	Per cent of high schools offering following number of course units in Language Arts: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
Alabama	433			1.2	2.8	73.6	11.5	6.5	1.4	2.3	0.7							
Arkansas	483			0.4	2.9	59.1	21.8	10.8	2.1	1.7	0.4	0.6	0.2					
Florida	334			4.2	4.5	29.2	16.8	7.5	6.0	5.7	3.0	3.3	1.8	3.9	3.0	1.2	3.0	6.9
Georgia	412				1.2	65.1	21.6	8.5	1.5	1.7	0.2	0.2						
Kentucky	359			0.6	1.4	35.3	34.8	18.7	5.8	2.8	0.3	0.3						
Louisiana	501				1.0	59.2	22.6	9.4	3.8	2.2	1.6	0.2						
Mississippi	428			1.6	4.4	75.6	13.8	3.7	0.7		0.2							
North Carolina	650			0.2	2.0	70.6	17.2	6.8	2.7	0.2	0.3							
South Carolina	355			0.8	1.4	61.1	22.8	9.0	3.7	0.6	0.3			0.3				
Tennessee	445			2.0	9.9	65.1	16.9	5.2	0.9									
Virginia	376			0.3	0.5	1.3	51.9	26.9	10.6	5.3	1.9	0.5	0.8					
Southern Region	4,776			0.9	2.9	56.3	22.2	9.9	3.3	1.8	0.8	0.4	0.2	0.3	0.2	0.1	0.2	0.5

TABLE 33

Percentage Distribution of High Schools, by Number of Course Units Offered in Language Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Language Arts: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	273			6.2	10.2	64.8	13.6	4.8		0.4								
100-249	1,385			0.9	3.2	76.0	15.0	3.5	0.9	0.4	0.1							
250-499	1,531			0.6	2.3	62.5	24.4	7.7	1.8	0.5	0.1			0.1				
500-999	1,080			0.3	2.3	40.3	29.9	17.6	6.2	1.6	0.4	0.6	0.2	0.2	0.2	0.1		0.1
1,000-1,499	304			0.7	1.0	16.8	28.6	23.0	11.8	7.6	3.9	1.7	0.3	1.3	1.3	0.3	1.0	0.7
1,500-1,999	125				2.4	8.0	20.0	15.2	12.0	14.4	8.8	3.2	4.8	2.4	1.6	0.8	3.2	3.2
2,000 or more	78					5.1	10.4	16.7	2.5	16.7	7.7	5.1	1.3	5.1	2.5	1.3	3.8	21.8
Southern Region	4,776			0.9	2.9	56.3	22.2	9.9	3.3	1.8	0.8	0.4	0.2	0.3	0.2	0.1	0.2	0.5

TABLE 34

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Language Arts, by State

	Per cent of high school pupils with following number of course units available in Language Arts:										
State	0	1	2	3	4	5	6	7	8	9	10 or more
Alabama			0.6	3.3	50.7	18.1	12.5	4.2	6.1	3.9	0.6
Arkansas			0.1	1.5	38.2	24.0	18.7	4.6	3.4	3.0	6.5
Florida					NOT AVAILABLE						
Georgia				3.3	51.0	28.7	11.4	2.0	2.9	1.3	0.4
Kentucky			0.8	0.2	20.1	34.9	27.7	8.9	6.5	0.3	0.6
Louisiana				0.5	34.2	24.3	13.5	9.9	9.8	7.4	0.4
Mississippi			1.1	3.8	64.0	20.4	7.9	2.0		0.8	
North Carolina			0.1	2.1	54.9	22.7	13.9	6.0	0.1	0.2	
South Carolina			1.6	2.2	41.5	29.7	15.1	6.9	1.3	0.7	1.0
Tennessee			0.5	6.3	51.8	28.0	11.3	2.1			
Virginia			0.1	0.1	0.6	30.0	28.3	14.5	17.0	5.1	4.3
Southern Region			0.6	4.5	39.6	25.9	15.3	6.2	4.8	2.2	0.9

TABLE 35

Percentage Distribution of High Schools by Number of Course Units Offered in Social Studies, by State

		Per cent of high schools offering following number of course units in Social Studies:																
State	Number of high schools	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
Alabama	433		1.6	3.0	14.4	56.8	14.3	8.1	0.9	0.5	0.2	0.2						
Arkansas	483		1.2	11.6	20.5	34.3	19.0	9.9	2.7	0.6	0.2							
Florida	334	0.6	1.5	3.9	15.3	32.0	16.4	12.6	6.3	4.5	3.3	1.8	0.9	0.3	0.3	0.3		
Georgia	412			0.2	8.5	42.5	24.3	14.6	6.3	2.4	1.0	0.2						
Kentucky	359		0.6	1.4	14.5	21.2	29.5	20.8	8.1	2.2	1.1	0.3	0.3					
Louisiana	501	0.2	0.2	9.6	27.5	35.3	17.2	6.8	1.6	1.2	0.4							
Mississippi	428	0.9	0.5	4.2	22.9	56.8	11.2	3.1	0.2	0.2								
North Carolina	650		0.5	3.4	16.7	29.5	18.3	19.4	9.4	2.4		0.2		0.2				
South Carolina	355	0.2	0.2	5.4	13.2	23.4	31.7	21.8	3.7		0.2	0.1		0.1				
Tennessee	445	1.1	6.5	16.2	20.2	25.6	18.7	8.3	2.3	1.1								
Virginia	376			0.5	4.8	15.4	45.6	25.5	6.6	1.6								
Southern Region	4,776	0.2	1.1	6.1	16.4	35.5	22.3	12.9	3.5	1.2	0.5	0.2	0.1	*	*	*		

* Less than 0.1 per cent.

TABLE 36

Percentage Distribution of High Schools, by Number of Course Units Offered in Social Studies, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Social Studies:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	273		1.5	11.7	15.8	49.1	14.6	5.1	1.5	0.7								
100-249	1,385	0.3	2.7	11.8	25.5	34.6	16.2	6.9	1.4	0.5	0.1							
250-499	1,531	0.3	0.5	4.9	17.3	37.9	23.8	12.0	2.2	0.7	0.2	0.1		0.1				
500-999	1,080	0.1	0.2	1.5	9.5	37.2	26.7	18.7	4.2	1.2	0.5	0.1		0.1				
1,000-1,499	304	0.3	0.3	1.0	4.9	22.1	31.3	24.3	11.2	2.3	1.7	0.3	0.3					
1,500-1,999	125				3.2	16.8	26.4	27.2	13.6	6.4	2.4	3.2	0.8					
2,000 or more	78				1.3	16.6	24.4	15.4	16.6	9.0	7.7	3.8	2.6		1.3	1.3		
Southern Region	4,776	0.2	1.1	6.1	16.4	35.5	22.3	12.9	3.5	1.2	0.5	0.2	0.1	*	*	*		

* Less than one-half of 0.1 per cent.

TABLE 37

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Social Studies, by State

State	Per cent of high school pupils with following number of course units available in Social Studies:										
	0	1	2	3	4	5	6	7	8	9	10 or more
Alabama		1.0	1.6	9.4	46.5	14.9	19.8	3.1	2.2	0.4	1.1
Arkansas		0.6	5.7	11.0	31.1	27.7	16.3	4.5	2.7	0.4	
Florida		0.1	0.5	5.0	21.2	17.6	18.1	13.2	7.7	7.1	9.5
Georgia			0.1	5.7	37.1	24.0	18.6	8.9	3.4	2.0	0.2
Kentucky		0.9	0.3	6.9	14.4	32.3	24.3	13.5	2.8	2.4	2.2
Louisiana		0.1	5.8	21.0	36.7	26.3	7.5	0.7	1.5	0.4	
Mississippi	0.9	0.2	1.8	16.9	57.1	15.5	6.9	0.4	0.3		
North Carolina	0.1	0.1	3.5	10.9	19.6	34.8	25.7	5.0		0.1	0.2
South Carolina	0.9	0.6	5.8	15.9	34.5	19.9	15.7	6.7			
Tennessee	0.6	1.6	5.8	15.6	28.4	23.8	15.1	6.4	2.7		
Virginia			0.1	2.1	16.1	42.9	26.5	10.0	2.3		
Southern Region	0.2	0.4	2.6	10.4	29.4	26.2	18.6	7.0	2.5	1.3	1.4

TABLE 38

Percentage Distribution of High Schools by Number of Course Units Offered in Mathematics, by State

State	Number of high schools	Per cent of high schools offering following number of course units in Mathematics: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
Alabama	433		1.6	7.6	22.6	33.1	21.0	8.8	3.7	0.9	0.7							
Arkansas	483		1.9	15.3	27.2	24.8	14.1	13.0	3.1	0.4	0.2							
Florida	334	0.6	1.5	5.7	10.5	12.8	12.6	14.6	11.4	7.8	9.9	3.3	1.8	5.1	0.9		1.2	0.3
Georgia	412		0.2	1.5	10.0	24.8	30.3	20.9	9.7	2.2	0.4							
Kentucky	359		0.3	3.1	10.0	22.3	28.0	26.2	8.1	1.4	0.3	0.3						
Louisiana	501			1.0	10.6	20.4	27.7	27.7	9.0	2.4	0.8	0.4						
Mississippi	428	0.9	0.7	4.7	27.3	33.6	26.2	4.7	1.2	0.2	0.5							
North Carolina	650		0.5	3.4	16.7	29.5	18.3	19.4	9.4	2.4		0.2		0.2				
South Carolina	355	0.3	0.6	1.7	11.0	20.5	23.6	19.1	13.0	6.8	2.0	0.8	0.6					
Tennessee	445	0.7	2.0	8.8	22.4	31.0	29.0	5.2	0.9									
Virginia	376		0.3		2.9	5.3	14.9	40.5	21.5	12.2	1.3	0.5	0.3	0.3				
Southern Region	4,776	0.2	0.8	4.9	16.1	24.2	22.3	18.0	7.9	3.1	1.2	0.4	0.2	0.4	0.1		0.1	0.1

TABLE 39

Percentage Distribution of High Schools, by Number of Course Units Offered in Mathematics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Mathematics: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	273	0.4	6.6	26.0	28.9	17.6	7.3	8.1	2.9	1.1	1.1							
100-249	1,385	0.1	1.0	9.2	30.3	30.1	16.8	9.1	2.6	0.6	0.1	0.1						
250-499	1,531	0.2	0.4	1.9	14.0	31.1	27.8	17.9	5.6	0.9		0.1		0.1				
500-999	1,080	0.2	0.1	0.5	4.7	17.5	28.8	28.9	13.5	4.0	1.2	0.3	0.1	0.2				
1,000-1,499	304		0.3	0.3	1.3	7.9	18.8	28.3	22.7	9.9	7.6	1.0	0.6	1.3				
1,500-1,999	125				0.8	3.2	13.6	18.4	18.4	23.2	11.2	1.6	4.8	3.2	1.6			
2,000 or more	78						5.1	20.5	15.4	23.1	5.1	12.8		10.3	1.3		5.1	1.3
Southern Region	4,776	0.2	0.8	4.9	16.1	24.3	22.3	18.0	7.9	3.1	1.2	0.4	0.2	0.4	0.1		0.1	*

* Less than one-half of 0.1 per cent.

TABLE 40

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Mathematics, by State

State	Per cent of high school pupils with following number of course units available in Mathematics:										
	0	1	2	3	4	5	6	7	8	9	10 or more
Alabama		0.7	3.5	12.1	25.3	29.5	14.7	9.0	2.3	2.9	
Arkansas		0.6	5.7	13.4	21.8	19.4	28.1	7.7	2.5	0.8	
Florida		0.1	0.8	2.7	3.9	5.9	10.7	11.1	15.0	19.2	30.6
Georgia		0.1	0.3	5.0	14.8	24.7	31.4	16.0	6.7	1.0	
Kentucky		0.1	0.6	4.1	13.4	26.5	32.7	16.5	4.5	0.5	1.1
Louisiana			0.7	5.9	13.2	26.4	39.5	9.9	3.8	0.1	0.5
Mississippi	0.8	0.4	2.9	15.9	31.4	34.3	9.6	2.8	0.3	1.6	
North Carolina		0.1	1.9	7.9	22.7	21.0	23.7	16.0	6.5		0.2
South Carolina	0.2	0.9	0.6	5.4	14.1	19.4	20.2	17.9	11.5	5.3	4.5
Tennessee	0.5	0.5	2.6	12.3	29.6	41.8	10.9	1.8			
Virginia		0.1		0.4	1.7	6.5	35.2	28.9	20.8	2.7	3.7
Southern Region	0.1	0.3	1.9	7.8	17.7	22.9	22.0	12.3	7.1	3.5	4.4

TABLE 41

Percentage Distribution of High Schools by Number of Course Units Offered in Foreign Languages, by State

State	Number of high schools	Per cent of high schools offering following number of course units in Foreign Languages:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
Alabama	433	49.3	10.9	21.2	2.3	7.6	1.6	3.9	0.7	1.2	0.7		0.2	0.2				0.2
Arkansas	483	61.9	9.5	19.7	1.9	3.1	1.7	0.6	0.2		0.6		0.4	0.4				
Florida	334	29.2	11.4	17.4	5.1	9.3	3.0	2.7	3.6	5.1	2.1	3.6	2.4	2.1	0.6	1.5	0.6	0.3
Georgia	412	5.8	7.1	48.3	5.4	14.3	1.7	7.8	1.9	2.4	1.7	1.0	1.2	1.2	0.2			1.2
Kentucky	359	23.7	18.1	26.2	7.2	12.0	2.5	4.2	0.8	2.2	0.6	0.3	0.8	0.8	0.3			0.3
Louisiana	501	54.5	10.0	19.4	4.0	4.4	1.0	2.7	1.0	0.8	0.8	0.2	0.2	0.2		0.6	0.2	
Mississippi	428	55.6	17.4	12.4	4.7	5.6	1.2	1.2	0.5	0.7	0.7							
North Carolina	650	2.9	15.2	50.3	7.2	13.7	4.3	1.8	2.0	0.8	1.1	0.5				0.2		
South Carolina	355	14.1	18.6	33.2	5.1	15.8	4.5	3.1	2.2	1.4	0.8	0.6			0.6			
Tennessee	445	28.8	19.1	21.3	9.7	7.0	4.5	4.9	2.7	0.7	0.9	0.2		0.2				
Virginia	376	4.0	7.7	25.3	8.2	20.2	7.2	8.0	2.9	2.9	4.5	3.2	1.9	3.2	0.8			
Southern Region	4,776	30.1	13.2	27.8	5.5	10.0	3.0	3.5	1.6	1.5	1.2	0.8	0.4	0.7	0.2	0.2	0.1	0.2

TABLE 42

Percentage Distribution of High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Foreign Languages:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	273	69.6	14.6	14.6	0.4	0.4		0.4										
100-249	1,385	49.6	18.5	27.5	2.2	1.9		0.2	0.1									
250-499	1,531	28.7	16.6	35.5	6.8	9.7	1.6	0.8	0.1	0.1							0.1	
500-999	1,080	10.3	7.0	30.5	9.7	21.6	6.5	7.8	3.0	1.8	1.5	0.2		0.1				
1,000-1,499	304	3.3	0.9	8.6	5.9	17.1	13.2	15.5	8.9	8.9	6.3	3.9	2.0	3.3	0.9	0.7	0.3	0.3
1,500-1,999	125			4.8	2.4	9.6	5.6	14.4	9.6	8.8	13.6	9.6	7.2	8.8	2.4	2.4		0.8
2,000 or more	78	1.3		1.3	1.3	5.1	1.3	6.4	5.1	15.4	10.3	12.8	9.0	12.8	3.8	5.1	1.3	7.7
Southern Region	4,776	30.1	13.2	27.8	5.5	10.0	3.0	3.5	1.6	1.5	1.2	0.8	0.4	0.7	0.2	0.2	0.1	0.2

TABLE 43

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Foreign Languages, by State

State	Per cent of high school pupils with following number of course units available in Foreign Languages:										
	0	1	2	3	4	5	6	7	8	9	10 or more
Alabama	26.3	7.6	20.2	3.9	14.1	2.3	13.2	1.5	3.4	3.1	4.4
Arkansas	35.5	10.2	27.1	4.4	6.2	5.2	3.4	0.6		3.1	4.3
Florida	7.4	4.1	11.2	4.3	9.7	4.7	3.5	8.1	12.2	4.8	30.0
Georgia	2.7	3.2	30.3	6.8	14.9	2.5	14.7	3.7	5.9	3.6	11.7
Kentucky	12.2	10.8	23.0	7.7	16.0	4.2	7.7	2.6	6.1	1.4	8.3
Louisiana	26.4	7.9	22.5	4.3	9.9	2.5	9.5	4.4	3.4	3.1	6.1
Mississippi	40.9	15.5	15.1	5.2	10.3	3.0	2.7	1.8	2.6	2.9	
North Carolina	0.9	6.3	36.6	8.5	20.8	8.8	4.8	4.4	2.0	4.4	2.5
South Carolina	7.2	10.0	28.6	6.6	19.8	8.4	6.0	4.8	2.3	2.7	3.6
Tennessee	12.8	11.9	18.7	13.0	10.4	10.0	10.6	7.3	1.3	2.5	1.5
Virginia	0.9	2.2	11.0	4.6	16.2	7.2	10.2	4.5	5.0	10.8	27.4
Southern Region	13.0	7.5	22.4	6.5	14.0	5.6	8.0	4.3	4.3	4.2	10.0

TABLE 44

Percentage Distribution of High Schools by Number of Course Units Offered in Science, by State

State	Number of high schools	Per cent of high schools offering following number of course units in Science:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
Alabama	433		1.8	10.2	36.9	34.2	11.8	3.5	0.9	0.7								
Arkansas	483	0.4	8.1	24.0	34.8	25.2	5.6	1.7			0.2							
Florida	334	0.9	2.4	7.8	21.0	16.4	15.8	11.7	9.3	6.0	2.1	2.1	3.0	1.2		0.3		
Georgia	412		0.2	1.9	11.2	67.3	14.3	3.4	1.2	0.5								
Kentucky	359	0.6	0.3	7.5	30.4	36.2	15.6	6.1	2.5	0.8								
Louisiana	501	0.2	0.2	3.8	32.5	43.7	16.6	2.4	0.6									
Mississippi	428	2.3	7.2	21.3	31.1	32.9	4.7	0.5										
North Carolina	650	0.2	0.6	5.7	39.4	44.6	9.0		0.3	0.2								
South Carolina	355	2.2	1.4	7.9	43.9	35.2	7.1	1.4	0.3	0.6								
Tennessee	445	0.7	3.1	11.9	43.8	35.3	4.7	0.5										
Virginia	376		0.5	0.8	6.1	40.5	42.7	7.8	1.3	0.3								
Southern Region	4,776	0.6	2.4	9.5	31.0	38.0	12.8	3.1	1.2	0.7	0.2	0.1	0.2	0.1		0.1		

TABLE 45

Percentage Distribution of High Schools, by Number of Course Units Offered in Science, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Science:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	273	1.5	13.9	30.7	28.9	16.5	4.8	2.9	0.4	0.4								
100-249	1,385	0.4	4.1	18.8	44.7	25.5	5.8	0.6		0.1								
250-499	1,531	0.5	0.5	5.7	35.5	45.3	10.8	1.3	0.4									
5[illegible]-999	1,080	0.7	0.5	1.5	18.8	51.3	21.1	4.8	0.8	0.4	0.1							
1,000-1,499	304	0.7	1.0	1.6	7.9	38.8	26.6	11.2	6.6	3.6	1.0	0.3	0.7					
1,500-1,999	125		1.6		7.2	32.0	21.6	16.8	12.0	3.2	1.6	0.8	2.4	0.8				
2,000 or more	78				3.8	16.7	25.7	7.7	11.5	14.1	2.6	6.4	6.4	3.8		1.3		
Southern Region	4,776	0.6	2.4	9.5	31.0	38.0	12.9	3.1	1.2	0.7	0.2	0.1	0.2	0.1		*		

* Less than one-half of 0.1 per cent.

TABLE 46

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Science, by State

State	Per cent of high school pupils with following number of course units available in Science: 0	1	2	3	4	5	6	7	8	9	10 or more
Alabama		2.0	6.3	25.6	39.5	16.6	6.4	2.0	1.6		
Arkansas	0.1	2.6	10.4	27.2	36.4	14.1	7.0			2.2	
Florida	0.1	0.6	1.3	6.4	9.0	16.7	14.9	16.7	13.2	4.2	16.9
Georgia		0.2	1.4	8.9	53.2	25.3	6.2	3.0	1.8		
Kentucky	0.6	0.1	3.1	15.7	35.5	23.3	11.9	6.7	3.1		
Louisiana		0.1	2.0	21.2	68.3	7.1	0.6	0.7			
Mississippi	2.9	2.5	11.1	31.4	42.8	8.1	1.2				
North Carolina	0.1	0.5	2.0	28.2	54.3	14.6		0.2	0.1		
South Carolina	2.6	1.7	4.1	28.3	45.1	11.1	4.2	1.0	1.9		
Tennessee	0.5	1.2	4.1	34.0	49.5	9.8	0.9				
Virginia		0.9	0.5	3.6	30.5	45.9	13.3	4.6	0.7		
Southern Region	0.5	1.0	3.5	20.0	41.9	18.4	6.2	3.6	2.3	0.6	2.0

TABLE 47

Percentage Distribution of High Schools by Number of Course Units Offered in Art, by State

State	Number of high schools	Per cent of high schools offering following number of course units in Art: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
Alabama	433	83.6	10.4	5.3	0.7													
Arkansas	483	94.5	3.7	0.6	0.4	0.2	0.2	0.4										
Florida	332	58.8	9.9	13.0	9.9	6.6	1.5		0.3									
Georgia	412	77.0	8.7	9.7	1.2	2.7	0.5	0.2										
Kentucky	359	67.1	13.9	13.4	3.9	1.7												
Louisiana	501	88.4	2.2	2.6	1.8	4.6	0.4											
Mississippi	428	93.0	5.6	1.2			0.2											
North Carolina	650	90.0	4.6	5.2	0.2													
South Carolina	355	85.6	11.3	2.5	0.6													
Tennessee	445	79.5	7.9	8.3	3.4	0.9												
Virginia	376	51.3	13.8	16.5	9.6	6.6	1.6	0.3		0.3								
Southern Region	4,776	80.7	7.8	6.7	2.5	1.9	0.3	0.1	*	*			*					

* Less than 0.1 per cent.

TABLE 48

Percentage Distribution of High Schools, by Number of Course Units Offered in Art, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Art:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	273	98.5	1.1	0.4														
100-249	1,385	96.7	2.3	0.9	0.1													
250-499	1,531	90.5	5.9	3.0	0.3	0.3												
500-999	1,080	69.4	14.9	11.4	3.0	0.9	0.2	0.1		0.1								
1,000-1,499	304	31.9	16.8	28.6	11.2	10.2	1.0			0.3								
1,500-1,999	125	4.8	22.4	26.4	19.2	21.6	4.8	0.8										
2,000 or more	78	3.8	11.5	19.2	30.8	24.4	6.4	2.6		1.3								
Southern Region	4,776	80.7	7.8	6.7	2.5	1.9	0.3	0.1		*								

* Less than one-half of 0.1 per cent.

TABLE 49

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Art, by State

State	Per cent of high school pupils with following number of course units available in Art:									
	0	1	2	3	4	5	6	7	8	9	10 or more
Alabama	61.4	23.9	11.8	2.9							
Arkansas	79.8	9.1	2.2	2.4	1.0	1.3	4.2				
Florida	25.4	10.0	20.8	22.3	16.6	3.9	1.0				
Georgia	55.7	13.4	18.5	3.1	7.5	1.4	0.4				
Kentucky	44.9	15.0	23.4	11.9	4.8						
Louisiana	63.1	3.9	7.6	6.6	17.2	1.6					
Mississippi	83.7	11.1	4.4			0.8					
North Carolina	76.0	9.3	14.2	0.5							
South Carolina	73.5	22.4	2.8	1.3							
Tennessee	60.5	10.9	16.5	9.4	2.7						
Virginia	26.2	11.7	19.6	18.4	17.2	5.1	1.1		0.7		
Southern Region	56.8	12.6	14.1	7.9	6.6	1.4	0.5		0.1		

TABLE 50

Percentage Distribution of High Schools by Number of Course Units Offered in Music, by State

State	Number of high schools	Per cent of high schools offering following number of course units in Music: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
Alabama	433	47.9	37.6	13.6	0.7	0.2												
Arkansas	483	51.1	23.0	16.6	2.9	4.8	0.6	0.4	0.6									
Florida	332	11.4	16.3	24.2	15.7	9.9	8.1	5.7	3.6	3.6	1.2	0.3						
Georgia	412	28.6	29.9	27.2	3.9	6.6	1.4	1.2		1.0		0.2						
Kentucky	359	19.2	38.4	28.4	8.4	3.3	0.3			0.8	0.3	0.3			0.6			
Louisiana	501	18.0	20.0	16.0	4.4	25.0	3.8	4.4	1.2	6.4	0.2			0.6				
Mississippi	428	39.5	43.7	14.5	1.2	0.2	0.5	0.2		0.2								
North Carolina	650	34.3	21.8	32.8	8.9	1.8	0.2	0.2										
South Carolina	355	22.0	25.4	41.0	9.6	2.0												
Tennessee	445	39.5	11.7	17.3	16.9	8.3	4.5	1.1	0.7									
Virginia	376	13.8	28.8	26.9	12.0	8.0	4.3	2.7	1.1	0.8	0.8	0.8						
Southern Region	4,776	30.7	26.5	23.3	7.4	6.5	1.9	1.4	0.6	1.2	0.2	0.1		0.1	0.1			

TABLE 51

Percentage Distribution of High Schools, by Number of Course Units Offered in Music, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Music: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	273	67.4	22.0	8.8	0.7	1.1												
100-249	1,385	53.0	26.9	14.9	2.4	2.3	0.4			0.1								
250-499	1,531	29.5	31.4	24.4	5.7	6.5	1.0	0.8	0.1	0.5		0.1						
500-999	1,080	8.3	28.1	36.3	13.8	7.6	2.6	1.4	0.5	1.1	0.1			0.2				
1,000-1,499	304	1.7	14.1	30.6	19.7	16.5	5.6	4.9	2.0	3.9	0.3	0.7						
1,500-1,999	125	1.6	6.4	13.6	15.2	19.2	15.2	10.4	4.8	9.6	2.4	0.8		0.8				
2,000 or more	78	1.3	2.6	10.3	3.8	23.1	12.8	12.8	11.5	11.5	5.1	2.6			2.6			
Southern Region	4,776	30.7	26.6	23.3	7.4	6.5	1.9	1.4	0.6	1.2	0.2	0.1		0.1	*			

* Less than one-half of 0.1 per cent.

TABLE 52

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Music, by State

State	Per cent of high school pupils with following number of course units available in Music:										
	0	1	2	3	4	5	6	7	8	9	10 or more
Alabama	28.1	40.4	28.7	1.9	0.9						
Arkansas	26.5	22.8	22.4	7.0	11.0	6.2	1.8	2.3			
Florida	2.3	6.1	14.0	12.4	16.0	14.2	14.4	8.0	8.9	3.2	0.5
Georgia	14.8	23.8	35.5	6.0	12.3	2.0	2.6		2.3		0.7
Kentucky	8.7	31.7	31.6	14.4	6.1	0.7			3.9	0.6	2.3
Louisiana	6.1	11.6	9.3	5.7	32.4	4.0	7.3	3.9	16.8	0.6	2.3
Mississippi	25.3	47.1	22.1	2.0	0.5	1.1	0.8		1.1		
North Carolina	19.7	17.5	39.5	17.3	4.6	0.8	0.6				
South Carolina	13.0	19.4	50.5	12.8	4.3						
Tennessee	18.2	8.8	19.9	25.8	13.8	8.7	2.8	2.0			
Virginia	4.4	18.4	19.8	14.7	13.6	11.5	6.8	4.0	1.6	3.0	2.2
Southern Region	14.3	20.9	26.9	11.8	10.8	4.8	3.8	2.0	3.1	0.8	0.8

TABLE 53

Percentage Distribution of High Schools by Number of Course Units Offered in Home Economics, by State

State	Number of high schools	Per cent of high schools offering following number of course units in Home Economics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or mo
Alabama	433	3.7	5.1	21.9	49.0	18.7	0.9	0.7										
Arkansas	483	15.9	2.3	17.0	53.4	10.8	0.2	0.2	0.2									
Florida	334	2.7	4.8	21.3	39.7	24.9	3.6	2.1	0.6			0.3						
Georgia	412	2.9	1.2	14.8	38.4	42.0	0.7											
Kentucky	359	7.8	0.8	12.0	48.5	28.4	2.2	0.3										
Louisiana	501	2.6	0.4	2.2	6.8	68.0	16.8	3.2										
Mississippi	428	6.1	1.4	17.1	69.6	5.4	0.2	0.2										
North Carolina	650	3.7	0.9	23.5	50.2	19.5	1.7	0.5										
South Carolina	355	5.6	1.1	14.9	53.0	23.7	1.4	0.3										
Tennessee	445	3.1	14.2	20.4	43.6	18.5	0.2											
Virginia	376	3.2	1.1	5.1	25.8	38.5	23.4	2.9										
Southern Region	4,776	5.3	3.0	15.9	42.8	27.2	4.7	1.0	0.1			*						

* Less than 0.1 per cent.

TABLE 54

Percentage Distribution of High Schools, by Number of Course Units Offered in Home Economics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Home Economics: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	273	30.4	9.5	19.4	[illegible]	17.6	5.1	3.0										
100-249	1,385	7.1	3.5	12.6	44.9	26.7	4.8	0.4										
250-499	1,531	2.7	2.2	15.6	51.1	25.0	3.2	0.1										0.1
500-999	1,080	2.0	2.3	19.0	41.1	30.0	4.7	0.8				0.1						
1,000-1,499	304	0.7	1.7	18.4	41.1	32.9	4.6	0.3	0.3									
1,500-1,999	125		2.4	12.8	30.4	35.2	12.0	7.2										
2,000 or more	78	1.3	2.6	10.2	29.5	30.7	12.8	10.3	2.6									
Southern Region	4,776	5.3	3.0	15.9	42.8	27.2	4.7	1.0	0.1			*						*

* Less than one-half of 0.1 per cent.

TABLE 55

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Home Economics, by State

State	Per cent of high school pupils with following number of course units available in Home Economics: 0	1	2	3	4	5	6	7	8	9	10 or more
Alabama	1.0	5.8	28.4	44.8	16.4	2.0	1.6				
Arkansas	6.3	1.0	23.0	53.8	10.4	1.3	2.0	2.2			
Florida	0.6	1.6	19.0	38.4	28.1	5.0	5.5	1.6			0.2
Georgia	1.2	0.6	18.2	43.8	35.2	1.0					
Kentucky	4.2	0.8	9.6	45.8	32.4	6.3	0.9				
Louisiana	0.8	0.5	3.7	7.4	70.2	15.1	2.3				
Mississippi	3.7	1.3	21.2	65.8	6.4	0.8	0.8				
North Carolina	1.3	0.8	25.6	48.0	19.3	3.6	1.4				
South Carolina	5.4	1.6	13.8	46.2	29.4	3.3	0.3				
Tennessee	2.4	9.8	17.0	47.4	23.1	0.3					
Virginia	1.5	0.4	5.0	24.0	42.7	20.7	6.0				
Southern Region	2.3	2.2	16.8	41.3	29.3	5.7	2.0	0.3			0.1

TABLE 56

Percentage Distribution of High Schools by Number of Course Units Offered in Agriculture, by State

State	Number of high schools	Per cent of high schools offering following number of course units in Agriculture:															
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
Alabama	433	33.7	3.2	6.3	40.9	15.7		0.2										
Arkansas	483	37.5	0.6	1.9	38.5	21.5												
Florida	334	44.3	2.4	6.0	26.9	19.2	0.9	0.3										
Georgia	412	31.6	1.0	5.1	15.3	46.6	0.4											
Kentucky	359	47.7	1.9	0.8	17.5	31.5	0.3	0.3										
Louisiana	501	43.9	0.6	1.0	1.8	45.7	5.8	1.2										
Mississippi	428	35.0		2.6	25.9	35.8	0.7											
North Carolina	650	26.3	0.8	2.5	14.3	54.5	1.4	0.1										
South Carolina	355	23.4	1.4	14.7	57.7	2.8				0.1								
Tennessee	445	37.8	1.6	15.5	13.9	31.0	0.2											
Virginia	376	44.1	0.3	1.3	3.2	16.5	9.8	19.1	3.5	2.2								
Southern Region	4,776	36.1	1.2	5.1	22.5	31.1	1.8	1.7	0.3	0.2								

TABLE 57

Percentage Distribution of High Schools, by Number of Course Units Offered in Agriculture, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Agriculture:															
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	273	57.8	2.9	3.7	11.0	22.0	1.5	0.7		0.4								
100-249	1,385	30.4	0.9	5.4	23.8	35.4	2.5	1.0	0.4	0.2								
250-499	1,531	27.6	1.0	5.0	27.2	36.0	1.2	1.6	0.3	0.1								
500-999	1,080	35.1	1.3	5.7	21.3	30.9	1.9	3.3	0.2	0.3								
1,000-1,499	304	63.2	0.6	2.3	16.1	14.5	2.3	0.7	0.3									
1,500-1,999	125	76.0	4.0	2.4	7.2	6.4		3.2	0.8									
2,000 or more	78	75.6	1.3	9.0	12.8	1.3												
Southern Region	4,776	36.1	1.2	5.1	22.5	31.1	1.8	1.7	0.3	0.2								

TABLE 58

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Agriculture, by State

State	Per cent of high school pupils with following number of course units available in Agriculture: 0	1	2	3	4	5	6	7	8	9	10 or more
Alabama	48.2	2.7	7.6	30.0	11.2		0.3				
Arkansas	39.8	0.2	1.7	34.3	24.0						
Florida	52.4	3.7	8.2	22.0	12.8	0.6	0.3				
Georgia	45.4	0.7	3.6	12.4	37.4	0.5					
Kentucky	45.9	1.9	0.8	17.9	32.4	0.2	0.9				
Louisiana	56.5	0.3	1.7	2.9	34.5	2.8	1.3				
Mississippi	47.0		1.7	23.9	26.7	0.7					
North Carolina	34.6	0.8	2.6	14.0	45.9	1.7	0.3		0.1		
South Carolina	32.2	2.9	11.6	51.1	2.2						
Tennessee	44.3	1.4	10.2	10.7	33.3	0.1					
Virginia	59.6	0.4	1.8	2.5	10.9	6.6	14.3	2.6	1.3		
Southern Region	46.2	1.4	4.8	18.5	25.5	1.4	1.8	0.3	0.1		

TABLE 59

Percentage Distribution of High Schools by Number of Course Units Offered in Industrial Arts, by State

State	Number of high schools	Per cent of high schools offering following number of course units in Industrial Arts: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
Alabama	433	81.8	5.8	5.5	3.0	3.0	0.5	0.2	0.2									
Arkansas	483	81.6	5.8	5.2	2.5	2.3	0.8	0.6	0.6	0.4			0.2					
Florida	334	38.6	9.0	12.2	14.4	6.9	6.9	5.4	1.8	1.5	0.9	0.3	0.9	0.3	0.9			
Georgia	412	49.5	11.4	12.4	10.7	10.9	3.3	0.7	0.5	0.2	0.2	0.2						
Kentucky	359	53.8	3.9	10.0	17.5	8.9	2.8	1.1	1.1	0.3				0.3				0.3
Louisiana	501	57.7	2.6	4.2	5.4	24.6	3.2	0.8	0.2	0.6				0.2	0.2			0.3
Mississippi	428	76.8	8.2	7.5	4.7	1.9	0.5	0.2										0.2
North Carolina	650	71.0	8.5	8.2	9.4	2.0	0.9											
South Carolina	355	56.9	20.6	13.8	7.0	1.4	0.3											
Tennessee	445	55.6	11.8	10.3	9.9	7.6	2.0	1.1	0.9	0.4	0.2			0.2				
Virginia	376	42.2	10.1	11.2	11.4	9.6	5.6	4.0	3.2	1.1	1.6							
Southern Region	4,776	61.9	8.6	8.8	8.4	7.2	2.2	1.1	0.7	0.4	0.2	0.1	0.1	0.1	0.1			0.1

TABLE 60

Percentage Distribution of High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Industrial Arts: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	273	87.5	4.0	4.4	1.5	1.5	0.8	0.3										
100-249	1,385	84.8	4.7	4.1	3.2	2.5	0.4	0.1	0.1				0.1					
250-499	1,531	69.4	8.7	7.6	6.6	6.5	0.9	0.2		0.1								
500-999	1,080	40.8	14.3	15.1	14.1	11.7	2.2	0.8	0.4	0.2	0.2			0.1				0.1
1,000-1,499	304	12.2	11.2	17.1	22.0	15.8	11.5	5.6	2.6	0.7	1.0							0.3
1,500-1,999	125	6.4	8.8	14.4	13.6	16.8	10.4	9.6	6.4	8.0	1.6	0.8	0.8	0.8	0.8			0.8
2,000 or more	78		2.6	2.6	19.2	11.5	18.0	12.8	14.1	3.8	5.1	1.3	2.6	1.3	3.8			1.3
Southern Region	4,776	62.0	8.6	8.8	8.4	7.2	2.2	1.1	0.7	0.4	0.2	*	0.1	0.1	0.1			0.1

* Less than one-half of 0.1 per cent.

TABLE 61

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Industrial Arts, by State

State	Per cent of high school pupils with following number of course units available in Industrial Arts: 0	1	2	3	4	5	6	7	8	9	10 or more
Alabama	59.0	9.3	10.7	7.3	9.9	0.8	1.1	1.9			
Arkansas	60.6	10.2	7.6	3.7	4.5	2.6	2.7	5.1	2.8		0.2
Florida	13.9	6.8	9.1	17.4	8.0	14.2	12.5	4.3	4.6	2.3	6.9
Georgia	32.2	10.0	15.1	14.7	16.8	6.5	1.6	0.9	0.5	0.5	1.2
Kentucky	37.3	3.9	10.5	21.0	10.5	7.3	2.9	4.0	1.1		1.5
Louisiana	31.9	2.5	5.3	9.4	32.5	9.4	1.4	0.4	2.9		4.3
Mississippi	60.2	12.5	13.6	8.2	2.8	1.4	0.5				0.8
North Carolina	53.0	14.3	12.5	15.1	2.8	2.3					
South Carolina	40.4	20.2	19.9	16.2	3.1	0.2					
Tennessee	34.0	11.3	11.7	16.7	15.1	3.6	2.5	2.4	1.2	1.4	0.1
Virginia	20.5	8.5	11.8	12.8	12.9	9.9	8.2	9.1	2.7	3.6	
Southern Region	38.4	9.9	11.7	13.6	10.9	5.7	3.4	2.7	1.4	0.9	1.4

TABLE 62

Percentage Distribution of High Schools by Number of Course Units Offered in T and I Education, by State

State	Number of high schools	Per cent of high schools offering following number of course units in T and I Education: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
Alabama	433	76.2	8.3	8.3	2.3	2.1	0.5	1.2	0.2	0.2	0.2	0.5						
Arkansas	483	91.9	2.7	1.5	1.0	1.5	0.2	0.2		0.2		0.2		0.4				0.2
Florida	334	84.1	3.3	3.0	1.8	0.9	1.5	0.6	1.2	0.9		0.3	0.6					1.8
Georgia	412	81.1	6.3	4.4	2.4	2.2	1.2	0.2		1.0				0.2			0.5	0.5
Kentucky	359	82.5	6.1	3.3	2.8	0.8	0.5	1.7	0.2	0.6	0.3	0.6						0.6
Louisiana	501	84.0		2.2		4.8		6.4		0.6			0.2	0.8		0.2		0.8
Mississippi	428	84.9	2.1	8.7		3.5	0.2	0.2		0.2			0.2					
North Carolina	650	82.6	5.5	7.4	2.2	1.5	0.6											
South Carolina	355	58.5	20.3	8.7	5.4	3.7	1.1	2.0	0.3									
Tennessee	445	73.8	16.4	4.9	1.3	0.2	0.4	0.7		0.4	0.2	0.2		0.2				1.3
Virginia	376	62.3	2.9	7.7	1.6	9.0	1.1	4.8	0.5	4.0	0.8	1.6	0.5	0.8	0.5	0.5	0.3	1.1
Southern Region	4,776	79.0	6.5	5.4	1.8	2.7	0.6	1.6	0.2	0.7	0.1	0.3	0.1	0.2	0.1	0.1	0.1	0.5

TABLE 63

Percentage Distribution of High Schools, by Number of Course Units Offered in T and I Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in T and I Education: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	273	98.2	1.8															
100-249	1,385	93.6	3.9	1.0	0.1	0.3		0.8		0.1	0.1			0.1				
250-499	1,531	85.7	5.7	3.7	1.2	1.6	0.1	1.2		0.2		0.1	0.1	0.1		0.1		0.2
500-999	1,080	61.6	11.8	11.9	3.8	5.1	1.2	2.0	0.3	0.8		0.4	0.1	0.1		0.1		0.8
1,000-1,499	304	45.7	7.2	13.8	5.6	7.9	3.3	6.2	1.0	3.0	0.7	2.3	0.7	0.7	0.3	0.3	0.3	1.0
1,500-1,999	125	43.2	9.6	11.2	4.8	11.2	0.8	3.2		2.4	2.4			3.2	1.6		0.8	5.6
2,000 or more	78	51.2	3.8	9.0	2.6	7.7	5.1	2.6	3.8	7.7		1.3		1.3			1.3	2.6
Southern Region	4,776	79.0	6.5	5.4	1.8	2.7	0.6	1.6	0.2	0.7	0.1	0.3	0.1	0.2	0.1	0.1	0.1	0.5

TABLE 64

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in T and I Education, by State

State	Per cent of high school pupils with following number of course units available in T and I Education:										
	0	1	2	3	4	5	6	7	8	9	10 or more
Alabama	55.1	11.7	13.1	6.0	5.3	1.3	2.5	2.0	1.0	1.0	1.0
Arkansas	77.4	4.1	3.2	4.5	3.1	1.2	0.5		0.3		5.7
Florida	76.1	4.3	5.4	2.3	2.2	2.5	0.7	1.8	1.5	0.6	2.6
Georgia	71.3	4.1	8.1	2.9	4.8	1.7	0.4		3.0		3.7
Kentucky	72.0	7.9	4.5	3.8	1.0	0.9	3.0	0.9	1.8	0.9	3.3
Louisiana	70.1		5.5		8.0		8.4		1.4		6.6
Mississippi	72.2	4.5	13.9		7.3	0.8	0.7		0.5		0.1
North Carolina	65.1	6.9	15.6	5.2	4.0	2.8					0.4
South Carolina	41.7	21.7	13.8	10.2	5.5	2.4	4.4	0.3			
Tennessee	60.4	21.7	7.1	1.6	0.4	1.0	1.3		1.4	0.1	5.0
Virginia	38.6	3.4	8.9	2.0	16.1	2.0	8.2	1.7	6.9	2.0	10.2
Southern Region	59.2	8.8	10.0	4.7	6.5	2.1	2.8	0.7	1.5	0.4	3.3

TABLE 65

Percentage Distribution of High Schools by Number of Course Units Offered in Business Education, by State

State	Number of high schools	Per cent of high schools offering following number of course units in Business Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
Alabama	433	6.0	3.5	15.2	11.8	20.5	17.1	14.3	5.6	3.9	1.2	0.5	0.2		0.2			
Arkansas	483	7.0	4.1	16.2	24.9	30.4	13.7	2.5	0.6		0.2	0.2			0.2			
Florida	334	4.2	5.7	10.8	17.0	13.1	7.8	8.7	8.1	4.8	4.2	3.9	5.4	2.4	0.9	1.5	0.6	0.9
Georgia	412	1.7	4.6	9.0	14.1	16.5	25.2	15.8	7.0	2.2	0.7	1.2	1.0	0.5	0.5			
Kentucky	359	1.9	3.1	3.6	13.4	25.4	22.3	14.2	8.6	2.5	2.8	1.4	0.8					
Louisiana	501	8.8	5.0	11.6	24.5	22.9	14.0	8.0	3.8	1.0		0.2				0.2		
Mississippi	428	4.9	9.1	11.4	27.6	32.5	9.1	3.3	0.7	0.9	0.5							
North Carolina	650	1.7	3.1	7.7	16.1	22.0	20.0	13.1	8.9	4.8	1.7	0.6	0.3					
South Carolina	355	4.2	0.8	12.1	14.7	24.8	27.9	9.8	2.8	2.0	0.6	0.3						
Tennessee	445	3.1	3.6	10.8	21.8	28.5	18.2	8.4	3.1	1.6	0.7							
Virginia	376	0.8	1.3	1.1	6.9	12.2	20.2	21.1	12.5	7.4	8.2	3.7	2.1	1.6	0.3	0.3		0.3
Southern Region	4,776	4.1	4.0	10.2	17.9	22.6	17.7	10.8	5.6	2.8	1.8	1.1	0.7	0.3	0.1	0.1	0.1	0.1

TABLE 66

Percentage Distribution of High Schools, by Number of Course Units Offered in Business Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Business Education: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	273	14.6	12.8	23.1	27.1	11.3	6.6	2.6	1.5	0.4								
100-249	1,385	6.4	5.6	15.7	25.9	26.7	14.3	4.0	0.9	0.5								
250-499	1,531	3.1	3.6	9.6	19.8	27.7	20.4	10.9	3.9	0.7	0.1	0.1	0.1					
500-999	1,080	1.2	1.6	4.3	10.5	20.7	23.4	19.1	10.3	4.4	2.7	0.9	0.6	0.2	0.1			
1,000-1,499	304	1.0	1.3	2.3	1.3	8.2	17.5	18.1	16.1	13.2	10.2	4.9	3.3	1.3	1.0	0.3		
1,500-1,999	125	1.6	0.8	3.2	2.4	4.8	8.0	14.4	16.0	18.4	8.8	6.4	8.0	4.0	0.8	1.6		0.8
2,000 or more	78	1.3				5.1	1.3	10.2	11.5	6.4	15.4	23.1	9.0	5.1	2.6	3.8	2.6	2.6
Southern Region	4,776	4.1	4.0	10.2	17.9	22.7	17.7	10.8	5.6	2.8	1.8	1.1	0.7	0.3	0.1	0.1	*	0.1

* Less than one-half of 0.1 per cent.

TABLE 67

Percentage Distribution of High School Pupils in Grades 9-12, by Number of Course Units Offered in Business Education, by State

State	Per cent of high school pupils with following number of course units available in Business Education: 0	1	2	3	4	5	6	7	8	9	10 or more
Alabama	3.4	2.2	9.6	7.5	16.5	15.9	15.7	11.7	10.4	4.5	2.6
Arkansas	5.7	2.3	10.1	17.3	28.8	18.3	8.8	1.1		3.4	4.2
Florida	0.4	1.5	2.8	6.0	5.8	6.4	9.3	10.8	10.0	8.8	38.2
Georgia	0.5	1.7	4.6	9.6	11.7	21.4	22.5	14.2	5.1	2.6	6.1
Kentucky	1.1	0.6	1.4	6.6	16.1	20.1	18.3	14.9	4.8	8.7	7.4
Louisiana	5.3	2.3	7.1	17.1	26.3	20.2	8.8	8.3	2.7		1.9
Mississippi	3.7	10.2	10.5	20.7	28.4	12.2	6.7	2.3	3.7	1.6	
North Carolina	0.6	1.2	3.9	8.7	16.8	19.7	16.6	17.4	9.0	3.5	2.6
South Carolina	2.7	0.5	8.8	9.7	19.8	29.1	16.2	4.8	6.1	2.0	0.3
Tennessee	0.6	1.3	4.0	14.3	27.3	24.1	16.6	6.7	3.2	1.9	
Virginia	1.2	0.3	0.4	1.8	5.4	11.4	16.2	11.5	10.7	16.3	24.8
Southern Region	1.9	1.9	5.1	10.0	17.1	17.8	14.7	10.4	6.7	5.1	9.3

SECTION B. STATE STATISTICS

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TABLE 1

Number and Per Cent of Alabama High Schools Grouped by Organizational Pattern and by Size of School

School size (Pupils enrolled)	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
99 or fewer	7	2.0							7	1.6
100-249	89	25.3	2	16.7	1	2.2	2	7.7	94	21.5
250-499	162	46.6	5	41.6	9	19.6	6	23.1	182	42.1
500-999	78	22.4	3	25.0	21	45.7	8	30.8	110	25.5
1,000-1,499	9	2.6	2	16.7	7	15.2	4	15.4	22	5.1
1,500-1,999	3	0.9			6	13.0	3	11.5	12	2.8
2,000 or more	1	0.2			2	4.3	3	11.5	6	1.4
Total	349	100.0	12	100.0	46	100.0	26	100.0	433	100.0

TABLE 2

Pupil Enrollment in Alabama High Schools Grouped by Size and Grade Organization

School size (Pupils enrolled)	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Total
99 or fewer	490				490
100-249	15,833	392	245	243	16,713
250-499	55,484	2,172	3,553	2,549	63,758
500-999	50,728	2,212	15,232	6,056	74,228
1,000-1,499	10,799	1,104	9,033	4,974	25,910
1,500-1,999	5,177		8,405	8,224	21,806
2,000 or more	2,362		4,686	4,344	11,392
Total	140,873	5,880	41,154	26,390	214,297

TABLE 3

College Training of Alabama High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers							Principals				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	40	8	20.0	29	72.5	3	7.5	7	5	71.4	2	28.6
100-249	846	234	27.7	565	66.8	47	5.5	94	80	85.1	14	14.9
250-499	2,582	788	30.5	1,732	67.1	62	2.4	182	168	92.3	14	7.7
500-999	2,890	877	30.3	1,944	67.3	69	2.4	110	109	99.1	1	0.9
1,000-1,499	1,005	323	32.1	672	66.9	10	1.0	22	21	95.4	1	4.6
1,500-1,999	759	249	32.8	498	65.6	12	1.6	12	12	100.0		
2,000 or more	552	173	31.3	371	67.2	8	1.5	6	6	100.0		
Total	8,674	2,652	30.6	5,811	67.0	211	2.4	433	401	92.6	32	7.4

TABLE 4

College Training of Alabama High School Librarians and Guidance Counselors by Size of School

School size (Pupils enrolled)	Librarians							Guidance counselors				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	4	4	100.0									
100-249	71	23	32.4	46	64.8	2	2.8	19	14	73.7	5	26.3
250-499	152	63	41.4	86	56.6	3	2.0	56	39	69.6	17	30.4
500-999	104	42	40.4	59	56.7	3	2.9	67	54	80.6	13	19.4
1,000-1,499	31	16	51.6	15	48.4			18	12	66.7	6	33.3
1,500-1,999	19	6	31.6	13	68.4			18	14	77.8	4	22.2
2,000 or more	14	6	42.8	8	57.2			12	7	58.3	5	41.7
Total	395	160	40.5	227	57.5	8	2.0	190	140	73.7	50	26.3

TABLE 5

Number and Per Cent of Alabama High School Teachers Holding Degrees from Alabama Colleges, by Size of School

School size (Pupils enrolled)	Number of high school teachers	Teachers holding degrees from Alabama colleges	
		Number	Per cent
99 or fewer	40	32	80.0
100-249	846	714	84.4
250-499	2,582	2,201	85.2
500-999	2,890	2,494	86.3
1,000-1,499	1,005	768	76.4
1,500-1,999	759	620	81.7
2,000 or more	552	438	79.3
Total	8,674	7,267	83.8

TABLE 6

Per Cent of Alabama High School Teachers by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of teachers with following years of teaching experience:								
		Fewer than 2 years	2 years	3 years	4 years	5 years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	40	7.5	12.5	12.5	2.5	5.0	22.5	32.5		5.0
100-249	846	7.3	8.0	6.7	6.6	5.6	18.1	16.6	9.0	22.1
250-499	2,582	9.0	6.4	5.3	5.7	6.7	18.6	15.8	9.3	23.2
500-999	2,890	9.2	7.4	5.1	6.0	4.7	20.2	15.8	8.2	23.4
1,000-1,499	1,005	9.7	7.4	6.1	6.1	4.5	21.0	15.4	8.4	21.4
1,500-1,999	759	10.8	6.3	4.5	5.5	4.7	18.5	16.3	9.4	24.0
2,000 or more	552	12.3	5.4	3.3	4.7	4.0	15.9	11.4	6.2	36.8
Total	8,674	9.4	7.0	5.3	5.9	5.3	19.2	15.6	8.5	23.8

TABLE 7

Per Cent of Alabama High School Principals by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of principals with following years teaching experience:				
		5 or fewer years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	7		42.8		14.4	42.8
100-249	94	6.4	11.7	21.3	11.7	48.9
250-499	182	1.1	7.1	25.3	11.0	55.5
500-999	110		6.4	25.4	13.6	54.6
1,000-1,499	22		4.5	9.1	18.2	68.2
1,500-1,999	12				16.7	83.3
2,000 or more	6				16.7	83.3
Total	433	1.8	8.1	22.2	12.5	55.4

TABLE 8

Sex of Alabama High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers					Principals				
	Total number	Men		Women		Total	Men		Women	
		Number	Per cent	Number	Per cent	Number	Number	Per cent	Number	Per cent
99 or fewer	40	17	42.5	23	57.5	7	6	85.7	1	14.3
100-249	846	357	42.2	489	57.8	94	93	98.9	1	1.1
250-499	2,582	1,106	42.8	1,476	57.2	182	177	97.3	5	2.7
500-999	2,890	1,142	39.5	1,748	60.5	110	106	96.4	4	3.6
1,000-1,499	1,005	368	36.6	637	63.4	22	21	95.4	1	4.6
1,500-1,999	759	276	36.4	483	63.6	12	12	100.0		
2,000 or more	552	175	31.7	377	68.3	6	6	100.0		
Total	8,674	3,441	39.7	5,233	60.3	433	421	97.2	12	2.8

TABLE 9

Annual Salaries of Alabama High School Teachers by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of high school teachers whose salaries fall in following salary ranges:											
		$2,500 or less	$2,501 - 3,000	$3,001 - 3,500	$3,501 - 4,000	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 and above
99 or fewer	40	5.0	2.5	17.5	52.5	20.0			2.5				
100-249	846	1.4	1.7	13.2	38.2	29.3	6.4	3.3	5.9	0.4			0.2
250-499	2,582	1.4	1.3	14.0	39.8	27.5	7.4	3.8	4.6	0.1	0.1		
500-999	2,890	1.0	1.0	10.8	38.2	24.4	13.1	5.9	4.5	0.8	0.2	0.1	
1,000-1,499	1,005	0.3	0.5	11.0	32.6	22.1	18.8	8.7	4.3	1.3	0.1	0.2	0.1
1,500-1,999	759	0.3	0.1	11.6	20.0	20.6	16.3	23.8	5.8	1.4		0.1	
2,000 or more	552		0.2	3.1	25.4	15.4	22.5	25.6	5.6	1.6	0.4	0.2	
Total	8,674	1.0	1.0	11.6	35.7	24.6	12.2	8.1	4.8	0.7	0.1	0.1	0.1

TABLE 10

Annual Salaries of Alabama High School Principals by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of high school principals whose salaries fall in following salary ranges:													
		$4,000 or less	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 - 8,000	$8,001 - 8,500	$8,501 - 9,000	$9,001 - 9,500	$9,501 - 10,000	$10,001 and above
99 or fewer	7		14.3	42.8	14.3	14.3	14.3								
100-249	94		4.2	16.0	25.5	22.3	21.3	9.6		1.1					
250-499	182		2.7	2.2	16.6	24.3	37.9	9.3	3.8	2.2	0.5	0.5			
500-999	110		1.8	2.8		14.5	18.2	29.1	18.2	9.1	4.5	0.9		0.9	
1,000-1,499	22						9.1	27.3	4.5	40.9	18.2				
1,500-1,999	12							16.7	41.6	25.0	16.7				
2,000 or more	6								16.7	16.7	66.6				
Total	433		2.8	5.8	12.5	18.9	26.5	15.0	7.6	6.5	3.7	0.5		0.2	

TABLE 11

Percentage Distribution of Alabama Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:												
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	7	57.1	28.6	14.3											
100-249	89	12.4	42.7	34.8	9.0			1.1							
250-499	162	3.1	25.9	50.0	17.3	3.7									
500-999	78	1.3	6.4	26.9	38.4	24.4	2.6								
1,000-1,499	9			11.1	11.1	22.2	22.2	22.2	11.2						
1,500-1,999	3					33.3		33.3	33.4						
2,000 or more	1							100.0							
Total	349	6.0	24.9	38.8	19.2	8.0	1.1	1.4	0.6						

TABLE 12

Percentage Distribution of Alabama Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249	2		100.0												
250-499	5		20.0	60.0	20.0										
500-999	3			33.3	33.3		33.4								
1,000-1,499	2					50.0	50.0								
1,500-1,999															
2,000 or more															
Total	12		25.0	33.3	16.7	8.3	16.7								

TABLE 13

Percentage Distribution of Alabama Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges: 20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249	1				100.0										
250-499	9		11.1	55.6	22.2	11.1									
500-999	21			9.5	19.0	33.3	23.8	4.8	4.8		4.8				
1,000-1,499	7					28.5	42.9	14.3		14.3					
1,500-1,999	6			16.7		16.7	16.7	33.3		16.6					
2,000 or more	2					50.0		50.0							
Total	46		2.2	17.4	15.2	26.0	19.6	10.9	2.2	4.3	2.2				

TABLE 14

Percentage Distribution of Alabama Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges: 20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249	2			100.0											
250-499	6			33.3	16.7	33.4	16.6								
500-999	8		12.5			37.5	12.5	25.0	12.5						
1,000-1,499	4						25.0	50.0	25.0						
1,500-1,999	3						33.3	33.3							33.4
2,000 or more	3								33.3		33.3	33.4			
Total	26		3.8	15.4	3.8	19.3	15.4	19.3	11.6		3.8	3.8			3.8

TABLE 15

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Language Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Language Arts: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	7					100.0												
100-249	94			2.1	2.1	89.3	4.3	1.1		1.1								
250-499	182			1.1	2.7	83.7	7.1	4.9	0.5									
500-999	110			0.9	3.6	61.9	20.9	8.2	0.9	3.6								
1,000-1,499	22				4.5	27.3	13.6	31.9	9.1	13.6								
1,500-1,999	12					16.7	41.6		16.7	16.7	8.3							
2,000 or more	6						33.3	33.3			33.4							
Total	433			1.2	2.8	73.6	11.5	6.5	1.4	2.3	0.7							

TABLE 16

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Foreign Languages:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	7	85.7	14.3															
100-249	94	75.5	6.4	16.0		2.1												
250-499	182	59.4	15.9	19.2	1.7	3.3	0.5											
500-999	110	24.6	10.0	34.6	4.5	14.6	3.6	4.5	1.8	1.8								
1,000-1,499	22	4.5		13.6	4.6	22.7	9.1	27.3	4.6	9.1	4.5							
1,500-1,999	12			8.3		25.0		33.3		8.3	16.8			8.3				
2,000 or more	6				16.7	16.7		33.3					16.7					16.6
Total	433	49.3	10.9	21.2	2.3	7.6	1.6	3.9	0.7	1.2	0.7		0.2	0.2				0.2

TABLE 17

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Science, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Science:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	7				85.7					14.3								
100-249	94		3.2	17.0	53.2	22.3	3.2	1.1										
250-499	182		1.1	12.6	38.5	36.8	8.8	1.7	0.5									
500-999	110		1.8	3.6	27.3	37.3	21.8	6.4	0.9	0.9								
1,000-1,499	22			4.6	9.1	54.5	13.6	9.1	9.1									
1,500-1,999	12		8.3		16.7	25.0	33.4	8.3		8.3								
2,000 or more	6					66.6	16.7	16.7										
Total	433		1.8	10.2	36.9	34.2	11.8	3.5	0.9	0.7								

TABLE 18

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Social Studies, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Social Studies:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	7			14.3	28.6	42.8	14.3											
100-249	94		3.2	7.4	26.6	55.3	6.4	1.1										
250-499	182		1.1	0.5	14.8	66.5	14.3	2.8										
500-999	110		1.8	2.7	6.4	51.8	20.9	14.6	0.9		0.9							
1,000-1,499	22			4.6	4.5	31.8	22.7	31.8	4.6									
1,500-1,999	12				8.3	33.4		33.4	8.3	8.3		8.3						
2,000 or more	6					33.3		33.3	16.7	16.7								
Total	433		1.6	3.0	14.4	56.8	14.3	8.1	0.9	0.5	0.2	0.2						

TABLE 19

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Mathematics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Mathematics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	7		14.3	14.3	14.3	42.8	14.3											
100-249	94		3.2	20.2	36.2	31.9	7.4	1.1										
250-499	182		1.1	6.6	28.0	40.7	18.1	3.9	1.1	0.5								
500-999	110		0.9	0.9	10.0	26.4	33.6	20.0	6.4	1.8								
1,000-1,499	22					27.3	27.3	27.3	13.6		4.5							
1,500-1,999	12				8.3	8.3	33.4	8.3	16.7	8.3	16.7							
2,000 or more	6						50.0	16.7	33.3									
Total	433		1.6	7.6	22.6	33.1	21.0	8.8	3.7	0.9	0.7							

TABLE 20

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Agriculture, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Agriculture:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	7	85.7	14.3															
100-249	94	24.5	4.3	3.2	48.9	19.1												
250-499	182	24.2	3.3	6.6	49.4	16.5												
500-999	110	37.3	1.8	9.1	34.5	16.4		0.9										
1,000-1,499	22	81.8		4.5	4.6	9.1												
1,500-1,999	12	83.4	8.3		8.3													
2,000 or more	6	66.6		16.7	16.7													
Total	433	33.7	3.2	6.3	40.9	15.7		0.2										

TABLE 21

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Business Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Business Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	7	28.6	14.3	28.5		28.6												
100-249	94	9.6	2.1	31.9	15.9	21.3	11.7	6.4	1.1									
250-499	182	5.5	5.0	12.1	15.4	23.6	19.8	17.0	1.6									
500-999	110	2.7	2.7	8.2	6.4	19.1	19.1	19.1	12.7	6.4	0.9	1.8			0.9			
1,000-1,499	22	4.5		4.6		4.6	22.7	13.6	9.1	31.8	9.1							
1,500-1,999	12	8.3		16.7	8.3		8.3	8.4	16.7	16.7	8.3		8.3					
2,000 or more	6					33.3			33.3	16.7	16.7							
Total	433	6.0	3.5	15.2	11.8	20.5	17.1	14.3	5.6	3.9	1.2	0.5	0.2		0.2			

TABLE 22

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Home Economics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Home Economics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	7	57.1		14.3		28.6												
100-249	94	7.5	5.3	13.8	52.1	21.3												
250-499	182	2.2	5.0	19.2	53.3	18.7	1.1											
500-999	110	0.9	5.5	31.8	42.7	17.3	0.9	0.9										0.5
1,000-1,499	22			31.8	54.6	13.6												
1,500-1,999	12		8.3	25.0	50.0	8.3		8.4										
2,000 or more	6		16.7	16.6	16.7	33.3	16.7											
Total	433	3.7	5.1	21.9	49.0	18.7	0.9	0.5										0.2

TABLE 23

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Industrial Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	7	100.0																
100-249	94	94.6	3.2	1.1	1.1													
250-499	182	92.3	2.7	3.9	1.1													
500-999	110	77.3	6.4	7.3	3.6	4.5	0.9											
1,000-1,499	22	18.2	31.8	18.2	9.1	18.2	4.5											
1,500-1,999	12	8.3	25.0	33.4	25.0			8.3										
2,000 or more	6				16.7	66.6			16.7									
Total	433	81.8	5.8	5.5	3.0	3.0	0.5	0.2	0.2									

TABLE 24

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in T and I Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in T and I Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	7	100.0																
100-249	94	95.7	4.3															
250-499	182	86.9	6.0	6.0				1.1										
500-999	110	56.4	15.5	17.3	4.5	3.6	0.9	0.9				0.9						
1,000-1,499	22	36.3	9.1	13.6	13.6	18.2		4.6				4.6						
1,500-1,999	12	33.3	8.4	8.4	16.7		8.3	8.3		8.3	8.3							
2,000 or more	6	16.6	16.7	33.3		16.7			16.7									
Total	433	76.2	8.3	8.3	2.3	2.1	0.5	1.2	0.2	0.2	0.2	0.5						

TABLE 25

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Art, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Art:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	7	85.7		14.3														
100-249	94	95.7	4.3															
250-499	182	94.5	3.3	2.2														
500-999	110	76.3	16.4	5.5	1.8													
1,000-1,499	22	40.9	18.2	40.9														
1,500-1,999	12		75.0	25.0														
2,000 or more	6	16.6	66.7		16.7													
Total	433	83.6	10.4	5.3	0.7													

TABLE 26

Percentage Distribution of Alabama High Schools, by Number of Course Units Offered in Music, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Music:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	7	57.1	42.9															
100-249	94	77.7	20.2	2.1														
250-499	182	56.6	37.9	5.5														
500-999	110	22.7	50.9	25.5	0.9													
1,000-1,499	22		45.5	45.5	4.5	4.5												
1,500-1,999	12	8.3	41.7	41.7	8.3													
2,000 or more	6	16.7	16.7	66.6														
Total	433	47.9	37.6	13.6	0.7	0.2												

TABLE 27

Number and Per Cent of Alabama High School Pupils in Grades 9-12, by Total Number of Course Units Available

Total number of course units offered	Grade 9-12 pupils to whom course units are available	
	Number	Per cent
20 or fewer	2,190	1.3
21-25	15,860	9.8
26-30	36,793	22.7
31-35	25,499	15.7
36-40	27,715	17.1
41-45	17,630	10.9
46-50	18,326	11.3
51-55	7,378	4.5
56-60	3,007	1.8
61-65	4,123	2.5
66-70	2,048	1.3
81	1,721	1.1
Total	162,290	100.0

TABLE 28

Percentage Distribution of Alabama High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

	Per cent of pupils with following number of course units available:										
Subject area	0	1	2	3	4	5	6	7	8	9	10 or more
Language Arts			0.6	3.3	50.7	18.1	12.5	4.2	6.1	3.9	0.6
Social Studies		1.0	1.6	9.4	46.5	14.9	19.8	3.1	2.2	0.4	1.1
Mathematics		0.7	3.5	12.1	25.3	29.5	14.7	9.0	2.3	2.9	
Science		2.0	6.3	25.6	39.5	16.6	6.4	2.0	1.6		
Foreign Languages	26.3	7.6	20.2	3.9	14.1	2.3	13.2	1.5	3.4	3.1	4.4
Art	61.4	23.9	11.8	2.9							
Music	28.1	40.4	28.7	1.9	0.9						
Home Economics	1.0	5.8	28.4	44.8	16.4	2.0	1.6				
Agriculture	48.2	2.7	7.6	30.0	11.2		0.3				
Industrial Arts	59.0	9.3	10.7	7.3	9.9	0.8	1.1	1.9			
Vocational T and I	55.1	11.7	13.1	6.0	5.3	1.3	2.5	2.0	1.0	1.0	1.0
Business Education	3.4	2.2	9.6	7.5	16.5	15.9	15.7	11.7	10.4	4.5	2.6

TABLE 29

Number and Per Cent of Alabama High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught, by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages
99 or fewer	597	582	7	130	59	6	21.8	10.1	85.7
100-249	14,675	13,944	813	2,370	1,074	153	16.1	7.7	18.8
250-499	51,100	48,475	2,354	6,762	2,574	254	13.2	5.3	10.8
500-999	56,516	54,010	7,804	5,322	2,376	514	9.4	4.4	6.6
1,000-1,499	18,950	18,473	5,782	973	243	100	5.1	1.3	1.7
1,500-1,999	14,845	14,373	4,614	338		63	2.3		1.4
2,000 or more	10,713	11,519	4,815	144		55	1.3		1.5
Total	167,396	161,376	26,189	16,039	6,326	1,145	9.6	3.9	4.4

TABLE 30

Number and Per Cent of Alabama High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education
99 or fewer	709	559	96	66	84	30	9.3	15.0	31.3
100-249	18,342	16,270	4,713	821	955	561	4.5	5.9	11.9
250-499	66,514	60,707	17,182	3,064	2,260	929	4.6	3.7	5.4
500-999	76,260	66,445	24,708	1,686	1,819	721	2.2	2.7	2.9
1,000-1,499	28,385	24,442	8,583	220	305	369	0.8	1.2	4.3
1,500-1,999	20,023	15,799	6,775	124	30	131	0.6	0.2	1.9
2,000 or more	15,431	10,560	5,737	202	64		1.3	0.6	
Total	225,666	194,782	67,794	6,183	5,517	2,731	2.7	2.8	4.0

TABLE 31

Number and Per Cent of Alabama High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.
99 or fewer			570			170			30.0
100-249	91	207	15,865			3,927			24.8
250-499	884	1,307	52,391	18	127	10,063	2.0	9.7	19.2
500-999	2,095	6,015	52,977	39	625	3,728	1.9	10.4	7.0
1,000-1,499	2,162	1,528	16,292	58	270	63	2.7	17.7	0.4
1,500-1,999	2,626	3,193	10,809	454	318	88	17.3	10.0	0.8
2,000 or more	1,745	1,941	7,931	12	66		0.7	3.4	
Total	9,603	14,191	156,835	581	1,406	18,039	6.1	9.9	11.5

* Includes distributive education, trades and industries, and diversified occupations.

TABLE 32

Number and Per Cent of Alabama High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music
99 or fewer		55	141			70			49.6
100-249	4,230	4,641	1,775	34	8	135	0.8	0.2	7.6
250-499	10,929	14,349	8,716			333			3.8
500-999	6,801	13,668	15,909	79	43	775	1.2	0.3	4.9
1,000-1,499	405	4,244	5,032			90			1.8
1,500-1,999	116	3,121	4,046						
2,000 or more	102	2,099	2,417			260			10.8
Total	22,583	42,177	38,036	113	51	1,663	0.5	0.1	4.4

TABLE 33

Per Cent of Classes in Alabama High Schools within Various Class Size Categories, by Size of School

School size (Pupils enrolled)	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
99 or fewer	215	30.7	23.7	19.1	15.3	2.8	6.5	0.5	1.4
100-249	4,021	10.6	12.4	15.5	19.9	16.1	10.6	10.8	4.1
250-499	12,120	3.9	7.7	12.1	16.5	22.0	19.4	12.9	5.5
500-999	13,415	2.8	5.2	9.4	16.4	27.3	22.2	10.6	6.1
1,000-1,499	4,567	2.0	2.7	6.3	11.9	31.2	29.3	10.6	6.0
1,500-1,999	3,581	1.4	3.1	9.1	14.8	38.1	24.2	3.9	5.4
2,000 or more	2,553	1.0	2.8	5.1	10.5	31.7	40.3	3.9	4.7
Total	40,472	3.9	6.1	10.2	15.7	26.1	22.2	10.2	5.6

TABLE 34

Per Cent of Classes in Alabama High Schools within Various Class Size Categories, by Subject Area

Subject area	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Language Arts	7,804	0.6	1.7	6.9	16.1	33.2	28.2	12.5	0.8
Mathematics	5,593	2.3	4.3	7.7	15.8	30.5	27.9	10.6	0.9
Science	5,682	1.3	3.5	7.4	15.6	31.6	27.8	11.8	1.0
Social Studies	6,630	0.4	1.6	5.4	15.7	32.3	29.9	13.6	1.1
Foreign Languages	1,079	4.9	10.4	13.8	18.3	32.1	17.8	2.5	0.2
Physical Education	4,279	1.5	2.6	5.6	9.8	11.6	15.4	15.4	38.1
Music	1,269	11.1	11.3	10.2	9.5	11.6	10.1	9.1	27.1
Art	371	14.0	9.2	15.1	20.2	23.5	9.7	6.7	1.6
Business Education	2,894	6.5	12.9	16.4	18.2	25.1	16.4	4.3	0.2
Home Economics	2,193	9.9	19.0	29.4	24.0	12.5	4.1	1.0	0.1
Agriculture	1,277	15.1	28.7	24.2	16.8	9.8	3.1	1.7	0.6
Industrial Arts	447	5.1	9.9	32.2	25.3	18.8	7.4	0.9	0.4
Vocational	954	32.6	22.1	25.8	11.3	5.6	1.6	1.0	
Total	40,472	3.8	6.1	10.2	15.7	26.2	22.2	10.2	5.6

TABLE 35

Number and Per Cent of Alabama High School Graduates Entering College

School size (Pupils enrolled)	Number of high schools	Number of graduates	Graduates entering college	Per cent
99 or fewer	6	39	15	38.5
100-249	86	1,877	449	23.9
250-499	166	6,737	1,742	25.8
500-999	86	6,934	2,433	35.1
1,000-1,499	18	3,020	1,221	40.4
1,500-1,999	6	1,147	581	50.6
2,000 or more	4	1,997	1,062	53.2
Total	372*	21,751	7,503	34.5

* Data not available for all high schools.

TABLE 36

Per Cent of Teachers with a Master's Degree or Above in Alabama High Schools Grouped by Size of School and Per Pupil Expenditure for Instructional Salaries

School size (Pupils enrolled)	Per cent of teachers with Master's Degree or above in schools with following per pupil expenditure range:									
	$100-$149	$150-$199	$200-$249	$250-$299	$300-$349	$350-$399	$400-$449	$450-$499	$500-$549	$550 or more
99 or fewer				25.0	15.4	28.6	25.0			
100-249	29.4	23.1	25.6	32.1	30.0	42.2				
250-499	19.9	29.8	39.9	28.1	55.6					
500-999	21.0	30.5	35.9	50.7						
1,000-1,499	27.3	33.1								
1,500-1,999	47.1	29.4	45.9							
2,000 or more	7.5	35.4								
Total	22.7	30.7	35.1	36.0	33.3	40.4	25.0			

TABLE 37

Per Cent of Teachers with Less than a Bachelor's Degree in Alabama High Schools Grouped by Size of School and Per Pupil Expenditure for Instructional Salaries

School size (Pupils enrolled)	Per cent of teachers with less than a Bachelor's Degree in schools with following per pupil expenditure range:									
	$100-$149	$150-$199	$200-$249	$250-$299	$300-$349	$350-$399	$400-$449	$450-$499	$500-$549	$550 or more
99 or fewer						42.9				
100-249	5.9	5.4	6.8	6.4						
250-499	1.4	2.7	1.6		5.6					
500-999	3.6	2.1	2.1	5.8						
1,000-1,499		1.2								
1,500-1,999	2.9	1.5	1.4							
2,000 or more	1.3	1.5								
Total	2.2	2.2	3.2	5.5	1.2	5.8				

TABLE 38

Number and Per Cent of Arkansas High Schools Grouped by Organizational Pattern and by Size of School

School size (Pupils enrolled)	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
99 or fewer	70	17.0			4	13.8			74	15.3
100-249	205	49.9	4	44.5	8	27.6	4	11.8	221	45.9
250-499	97	23.6	2	22.2	11	37.9	9	26.4	119	24.6
500-999	38	9.3	3	33.3	6	20.7	14	41.2	61	12.6
1,000-1,499	1	0.2					4	11.8	5	1.0
1,500-1,999							2	5.9	2	0.4
2,000 or more							1	2.9	1	0.2
Total	411	100.0	9	100.0	29	100.0	34	100.0	483	100.0

TABLE 39

Pupil Enrollment in Arkansas High Schools Grouped by Size and Grade Organization

School size (Pupils enrolled)	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Total
99 or fewer	5,020		194		5,214
100-249	34,761	744	1,972	828	38,305
250-499	33,560	814	3,842	3,695	41,911
500-999	24,683	1,646	3,884	9,531	39,744
1,000-1,499	1,254			4,567	5,821
1,500-1,999				3,934	3,934
2,000 or more				2,218	2,218
Total	99,278	3,204	9,892	24,773	137,147

TABLE 40

College Training of Arkansas High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers							Principals				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	330	36	10.9	241	73.0	53	16.1	74	29	39.2	45	60.8
100-249	1,813	265	14.6	1,377	76.0	171	9.4	221	146	66.1	75	33.9
250-499	1,745	322	18.5	1,329	76.2	94	5.3	119	96	80.7	23	19.3
500-999	1,709	414	24.2	1,252	73.3	43	2.5	61	60	98.4	1	1.6
1,000-1,499	242	92	38.0	145	59.9	5	2.1	5	5	100.0		
1,500-1,999	159	65	40.9	92	57.9	2	1.2	2	2	100.0		
2,000 or more	85	41	48.2	43	50.6	1	1.2	1	1	100.0		
Total	6,083	1,235	20.3	4,479	73.6	369	6.1	483	339	70.2	144	29.8

TABLE 41

College Training of Arkansas High School Librarians and Guidance Counselors by Size of School

School size (Pupils enrolled)	Librarians							Guidance Counselors				
	Total Number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total Number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	50	9	18.0	28	56.0	13	26.0	1			1	100.0
100-249	149	23	15.4	114	76.5	12	8.1	27	12	44.4	15	55.6
250-499	93	15	16.1	77	82.8	1	1.1	40	20	50.0	20	50.0
500-999	62	18	29.0	44	71.0			49	33	67.3	16	32.7
1,000-1,499	6	3	50.0	3	50.0			10	8	80.0	2	20.0
1,500-1,999	4	2	50.0	2	50.0			9	8	88.9	1	11.1
2,000 or more	2	1	50.0	1	50.0			3	3	100.0		
Total	366	71	19.4	269	73.5	26	7.1	139	84	60.4	55	39.6

TABLE 42

Per Cent of Arkansas High School Teachers by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of teachers with following years of experience:									
		Less than 1 year	1 year	2 years	3 years	4 years	5 years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	330	16.3	10.9	7.6	9.4	5.5	6.1	15.7	10.0	5.2	13.3
100-249	1,813	13.1	9.1	8.6	6.5	6.0	5.4	17.4	12.5	7.6	13.8
250-499	1,745	12.1	10.5	7.2	6.0	5.2	4.5	16.0	12.1	7.9	18.5
500-999	1,709	10.0	9.8	6.6	7.1	5.4	4.0	19.3	13.6	8.3	15.9
1,000-1,499	242	7.4	8.3	7.0	3.3	3.7	2.1	18.6	12.4	10.3	26.9
1,500-1,999	159	7.5	5.7	5.7	5.0	6.3	5.0	15.1	10.7	11.9	27.1
2,000 or more	85	5.9	5.9	1.2	4.7	2.4	1.2	23.5	10.6	7.1	37.5
Total	6,083	11.7	9.6	7.3	6.5	5.4	4.6	17.6	12.5	7.9	16.9

TABLE 43

Per Cent of Arkansas High School Principals by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of principals with following years teaching experience:				
		5 or fewer years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	74	17.6	27.0	21.6	12.2	21.6
100-249	221	14.9	22.2	19.5	10.0	33.4
250-499	119	5.9	20.2	26.9	10.1	36.9
500-999	61		14.8	31.1	16.4	37.7
1,000-1,499	5			80.0		20.0
1,500-1,999	2				50.0	50.0
2,000 or more	1					100.0
Total	483	11.0	21.1	23.6	11.2	33.1

TABLE 44

Sex of Arkansas High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers					Principals				
	Total number	Men		Women		Total Number	Men		Women	
		Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	330	162	49.1	168	50.9	74	70	94.6	4	5.4
100-249	1,813	948	52.3	865	47.7	221	214	96.8	7	3.2
250-499	1,745	827	47.4	918	52.6	119	116	97.5	3	2.5
500-999	1,709	744	43.5	965	56.5	61	60	98.4	1	1.6
1,000-1,499	242	98	40.5	144	59.5	5	5	100.0		
1,500-1,999	159	44	27.7	115	72.3	2	2	100.0		
2,000 or more	85	31	36.5	54	63.5	1	1	100.0		
Total	6,083	2,854	46.9	3,229	53.1	483	466	96.9	15	3.1

TABLE 45

Annual Salaries of Arkansas High School Teachers by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of high school teachers whose salaries fall in following salary ranges:											
		$2,500 or less	$2,501 - 3,000	$3,001 - 3,500	$3,501 - 4,000	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 and above
99 or fewer	330	8.8	19.1	29.1	28.2	9.4	4.2	1.2					
100-249	1,813	3.4	14.4	33.7	26.5	11.2	6.6	3.0	0.7	0.4	0.1		
250-499	1,745	2.0	10.3	34.0	27.2	13.0	8.3	3.4	1.5	0.2	0.1		
500-999	1,709	1.3	2.5	24.0	36.6	17.7	10.1	4.5	2.4	0.5	0.3	0.1	
1,000-1,499	242	2.5	0.4	6.6	21.1	23.1	18.2	8.7	10.3	5.4	0.4	2.5	0.8
1,500-1,999	159		0.6	8.8	16.4	18.3	11.3	13.8	19.5	5.7	1.9	3.1	0.6
2,000 or more	85	1.2		3.5	17.6	22.4	21.2	23.5	4.7	3.5	1.2	1.2	
Total	6,083	2.5	9.0	28.7	29.1	14.3	8.7	4.2	2.3	0.7	0.2	0.2	0.1

TABLE 46

Annual Salaries of Arkansas High School Principals by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of high school principals whose salaries fall in following salary ranges:													
		$4,000 or less	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 - 8,000	$8,001 - 8,500	$8,501 - 9,000	$9,001 - 9,500	$9,501 - 10,000	$10,001 and above
99 or fewer	74	33.7	13.5	23.0	13.5	12.2		4.1							
100-249	221	15.4	14.5	21.6	19.9	19.5	6.3	1.4	1.4						
250-499	119	9.2	12.6	17.6	16.0	21.1	10.1	6.7	5.9	0.8					
500-999	61	1.6	6.6		22.9	26.4	21.3	8.2	9.8	1.6			1.6		
1,000-1,499	5							40.0		20.0	20.0			20.0	
1,500-1,999	2								50.0						50.0
2,000 or more	1									100.0					
Total	483	14.7	12.6	17.8	18.0	19.4	8.4	4.3	3.5	0.8	0.2		0.2	0.2	0.2

TABLE 47

Percentage Distribution of Arkansas Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:												
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	70	75.7	24.3												
100-249	205	23.4	48.8	20.0	6.3	1.5									
250-499	97	3.1	21.6	36.2	24.7	11.3	3.1								
500-999	38		2.6	7.9	36.8	39.5	13.2								
1,000-1,499	1							100.0							
1,500-1,999															
2,000 or more															
Total	411	25.3	33.9	19.2	12.4	7.1	1.9	0.2							

TABLE 48

Percentage Distribution of Arkansas Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:												
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249	4		50.0		50.0										
250-499	2		50.0		50.0										
500-999	3				33.3	66.7									
1,000-1,499															
1,500-1,999															
2,000 or more															
Total	9		33.3		44.5	22.2									

TABLE 49

Percentage Distribution of Arkansas Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:												
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	4	75.0	25.0												
100-249	8	12.5	25.0	12.5	12.5	25.0		12.5							
250-499	11		9.1	18.2	54.5	18.2									
500-999	6					50.0	33.3	16.7							
1,000-1,499															
1,500-1,999															
2,000 or more															
Total	29	13.8	13.8	10.4	24.1	24.1	6.9	6.9							

TABLE 50

Percentage Distribution of Arkansas Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges: 20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249	4	25.0		50.0	25.0										
250-499	9			11.1	11.1	44.5	11.1	11.1	11.1						
500-999	14				7.1	28.7	14.3	7.1	21.4	14.3			7.1		
1,000-1,499	4							25.0	25.0		25.0		25.0		
1,500-1,999	2										50.0				50.0
2,000 or more	1														100.0
Total	34	2.9		8.8	8.8	23.6	8.8	8.8	14.7	5.9	5.9		5.9		5.9

TABLE 51

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Language Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Language Arts: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	74			1.4	10.8	74.2	9.5	4.1										
100-249	221			0.5	2.3	71.4	19.5	4.5	0.9	0.9								
250-499	119					48.7	30.3	16.0	2.5	2.5								
500-999	61				1.6	23.3	31.8	30.0	6.7	5.0			1.6					
1,000-1,499	5							40.0	20.0		20.0	20.0						
1,500-1,999	2										50.0	50.0						
2,000 or more	1											100.0						
Total	483			0.4	2.9	59.1	21.8	10.8	2.1	1.7	0.4	0.6	0.2					

TABLE 52

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Foreign Languages: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	74	89.2	8.1	2.7														
100-249	221	79.6	8.1	11.8				0.5										
250-499	119	42.9	16.8	29.4	2.5	6.7	1.7											
500-999	61	9.8	3.3	52.6	9.8	11.4	6.6	1.6	1.6		3.3							
1,000-1,499	5						40.0				20.0		40.0					
1,500-1,999	2							50.0						50.0				
2,000 or more	1													100.0				
Total	483	61.9	9.5	19.7	1.9	3.1	1.7	0.6	0.2		0.6		0.4	0.4				

TABLE 53

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Science, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Science:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	74	1.4	33.8	44.5	17.6	2.7												
100-249	221	0.5	5.4	34.4	42.5	15.4	1.8											
250-499	119		1.7	5.9	45.4	40.3	5.0	1.7										
500-999	61				11.5	60.6	23.0	4.9										
1,000-1,499	5						60.0	40.0										
1,500-1,999	2					50.0		50.0										
2,000 or more	1										100.0							
Total	483	0.4	8.1	24.0	34.8	25.2	5.6	1.7			0.2							

TABLE 54

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Social Studies, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Social Studies:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	74		1.4	24.3	36.4	27.0	8.1	1.4	1.4									
100-249	221		1.8	14.5	24.0	37.0	12.7	7.7	2.3									
250-499	119		0.8	5.0	16.0	34.4	26.1	12.6	3.4	1.7								
500-999	61					36.1	37.7	21.3	3.3		1.6							
1,000-1,499	5						60.0	20.0	20.0									
1,500-1,999	2						50.0	50.0										
2,000 or more	1									100.0								
Total	483		1.2	11.6	20.5	34.3	19.0	9.9	2.7	0.6	0.2							

TABLE 55

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Mathematics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Mathematics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	74		6.8	41.9	40.5	10.8												
100-249	221		1.8	18.1	39.4	25.3	11.3	4.1										
250-499	119			2.5	11.8	38.7	21.8	21.0	3.4	0.8								
500-999	61					16.4	26.2	39.4	16.4		1.6							
1,000-1,499	5						20.0	60.0	20.0									
1,500-1,999	2							100.0										
2,000 or more	1									100.0								
Total	483		1.9	15.3	27.2	24.8	14.1	13.0	3.1	0.4	0.2							

TABLE 56

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Agriculture, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Agriculture:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	74	68.9	2.7	2.7	17.6	8.1												
100-249	221	33.4	0.5	1.4	43.9	20.8												
250-499	119	22.7		1.7	46.2	29.4												
500-999	61	34.4		3.3	34.4	27.9												
1,000-1,499	5	100.0																
1,500-1,999	2	100.0																
2,000 or more	1	100.0																
Total	483	37.5	0.6	1.9	38.5	21.5												

TABLE 57

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Business Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Business Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	74	17.6	5.4	33.8	31.1	8.1	4.0											
100-249	221	7.2	4.5	17.6	27.6	28.1	12.7	1.8	0.5									
250-499	119	3.4	5.0	11.8	24.4	33.6	16.8	4.2	0.8									
500-999	61				11.5	62.3	21.3	4.9										
1,000-1,499	5					20.0	40.0		20.0		20.0							
1,500-1,999	2	50.0										50.0						
2,000 or more	1														100.0			
Total	483	7.0	4.1	16.2	24.9	30.4	13.7	2.5	0.6		0.2	0.2			0.2			

TABLE 58

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Home Economics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Home Economics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	74	48.6	6.8	21.6	18.9	4.1												
100-249	221	15.8	1.8	12.2	57.5	12.7												
250-499	119	4.2	1.7	10.9	69.8	13.4												
500-999	61	1.6		39.4	50.8	8.2												
1,000-1,499	5			20.0	60.0		20.0											
1,500-1,999	2			50.0				50.0										
2,000 or more	1								100.0									
Total	483	15.9	2.3	17.0	53.4	10.8	0.2	0.2	0.2									

TABLE 59

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Industrial Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	74	94.6	1.4	2.7	1.3													
100-249	221	88.7	3.2	4.5	1.4	1.8							0.4					
250-499	119	86.6	5.9	2.5	1.7	1.7	0.8	0.8										
500-999	61	39.4	21.3	16.4	9.9	4.9	4.9		1.6	1.6								
1,000-1,499	5	20.0				40.0		40.0										
1,500-1,999	2								50.0	50.0								
2,000 or more	1								100.0									
Total	483	81.6	5.8	5.2	2.5	2.3	0.6	0.6	0.6	0.4			0.2					

TABLE 60

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in T and I Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in T and I Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	74	100.0																
100-249	221	96.4	2.3	1.3														
250-499	119	92.4	2.5	0.8	0.8	1.7		0.9		0.9								
500-999	61	75.4	8.2	3.3	3.3	8.2												1.6
1,000-1,499	5	20.0		20.0	20.0		20.0					20.0						
1,500-1,999	2													100.0				
2,000 or more	1				100.0													
Total	483	91.9	2.7	1.5	1.0	1.5	0.2	0.2		0.2		0.2		0.4				0.2

TABLE 61

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Art, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Art:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	74	100.0																
100-249	221	99.5	0.5															
250-499	119	95.0	3.4	0.8	0.8													
500-999	61	77.1	19.7	1.6		1.6												
1,000-1,499	5	40.0	20.0	20.0			20.0											
1,500-1,999	2				50.0			50.0										
2,000 or more	1							100.0										
Total	483	94.5	3.7	0.6	0.4	0.2	0.2	0.4										

TABLE 62

Percentage Distribution of Arkansas High Schools, by Number of Course Units Offered in Music, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Music:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	74	86.4	12.2	1.4														
100-249	221	66.0	22.1	10.0	0.5	1.4												
250-499	119	30.3	32.0	27.7	2.5	6.7		0.8										
500-999	61	1.6	23.0	39.3	16.4	16.4			3.3									
1,000-1,499	5		20.0			40.0		20.0	20.0									
1,500-1,999	2						100.0											
2,000 or more	1						100.0											
Total	483	51.1	23.0	16.6	2.9	4.8	0.6	0.4	0.6									

TABLE 63

Number and Per Cent of Arkansas High School Pupils in Grades 9-12, by Total Number of Course Units Available

Total number of course units offered	Grade 9-12 pupils to whom course units are available	
	Number	Per cent
20 or fewer	7,586	7.7
21-25	17,247	17.4
26-30	15,145	15.3
31-35	17,024	17.2
36-40	17,230	17.4
41-45	5,324	5.4
46-50	4,217	4.3
51-55	3,937	4.0
56-60	1,782	1.8
61-65	2,959	3.0
71-75	2,206	2.2
85-90	4,213	4.3
Total	98,870	100.0

TABLE 64

Percentage Distribution of Arkansas High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

Subject area	Per cent of pupils with following number of course units available: 0	1	2	3	4	5	6	7	8	9	10 or more
Language Arts			0.1	1.5	38.2	24.0	18.7	4.6	3.4	3.0	6.5
Social Studies		0.6	5.7	11.0	31.1	27.7	16.3	4.5	2.7	0.4	
Mathematics		0.6	5.7	13.4	21.8	19.4	28.1	7.7	2.5	0.8	
Science	0.1	2.6	10.4	27.2	36.4	14.1	7.0			2.2	
Foreign Languages	35.5	10.2	27.1	4.4	6.2	5.2	3.4	0.6		3.1	4.3
Art	79.8	9.1	2.2	2.4	1.0	1.3	4.2				
Music	26.5	22.8	22.4	7.0	11.0	6.2	1.8	2.3			
Home Economics	6.3	1.0	23.0	53.8	10.4	1.3	2.0	2.2			
Agriculture	39.8	0.2	1.7	34.3	24.0						
Industrial Arts	60.6	10.2	7.6	3.7	4.5	2.6	2.7	5.1	2.8		0.2
Vocational T and I	77.4	4.1	3.2	4.5	3.1	1.2	0.5		0.3		5.7
Business Education	5.7	2.3	10.1	17.3	28.8	18.3	8.8	1.1		3.4	4.2

TABLE 65

Number and Per Cent of Arkansas High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught, by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages
99 or fewer	4,361	3,476	73	1,612	1,102	73	37.0	31.7	100.0
100-249	30,466	25,826	1,175	8,944	6,698	340	29.3	25.9	28.9
250-499	33,206	28,401	2,581	6,041	3,722	630	18.2	13.1	22.1
500-999	29,006	25,354	4,752	2,064	2,023	913	7.1	8.0	19.2
1,000-1,499	3,910	3,108	1,942	199	233	178	5.1	7.5	9.2
1,500-1,999	2,302	1,470	904	68		40	3.0		4.4
2,000 or more	1,206	1,044	530						
Total	104,457	88,679	11,950	18,928	13,778	2,174	18.1	15.5	18.2

TABLE 66

Number and Per Cent of Arkansas High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education
99 or fewer	5,601	5,262	1,650	1,151	1,623	570	20.5	30.8	34.5
100-249	40,165	32,447	11,798	9,122	8,414	1,869	22.7	25.9	15.8
250-499	44,074	34,290	10,879	4,922	4,960	564	11.2	14.5	5.2
500-999	40,488	31,127	11,672	2,760	3,845	457	6.8	12.4	3.9
1,000-1,499	6,817	4,272	1,547	25	369		0.4	8.6	
1,500-1,999	4,647	2,773	1,995	117	31		2.5	1.1	
2,000 or more	2,190	1,387	1,098		30			2.2	
Total	143,982	111,558	40,639	17,980	19,272	3,460	12.4	17.3	8.5

TABLE 67

Number and Per Cent of Arkansas High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.
99 or fewer	33	26	4,936		13	1,265		50.0	25.6
100-249	96	736	30,330	12	38	5,610	12.5	5.2	18.5
250-499	239	642	23,141	8	22	3,152	3.3	3.4	13.6
500-999	399	879	22,360	93	56	1,531	23.3	6.4	6.8
1,000-1,499	280	595	2,885						
1,500-1,999	329	289	2,436	110		30	33.4		1.2
2,000 or more	23	203	846		38			18.7	
Total	1,399	3,370	86,934	223	167	11,588	15.9	5.0	13.3

* Includes distributive education, trades and industries, and diversified occupations.

TABLE 68

Number and Per Cent of Arkansas High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music
99 or fewer	780	998	223	35	135	66	4.5	13.5	29.6
100-249	8,241	10,471	3,752	41	448	382	0.5	4.3	10.2
250-499	7,852	10,022	7,182			341			4.7
500-999	3,441	7,401	9,348		69	241		0.9	2.6
1,000-1,499		766	1,336						
1,500-1,999		748	644						
2,000 or more		433	320						
Total	20,314	30,839	22,805	76	652	1,030	0.4	2.1	4.5

TABLE 69

Per Cent of Classes in Arkansas High Schools within Various Class Size Categories, by Size of School

School size (Pupils enrolled)	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
99 or fewer	1,824	28.8	28.9	20.3	14.2	4.5	2.2	0.7	0.4
100-249	8,549	10.2	14.5	18.1	19.4	15.4	10.8	6.3	5.3
250-499	7,898	5.1	9.2	14.2	18.8	23.4	16.3	7.0	6.0
500-999	6,816	2.9	5.7	10.9	16.4	28.0	22.6	7.6	5.9
1,000-1,499	1,023	3.1	6.6	11.0	18.2	29.5	17.9	7.8	5.9
1,500-1,999	703	2.9	4.8	10.8	16.2	38.0	17.7	2.1	7.5
2,000 or more	344	7.0	5.2	8.7	18.0	28.0	22.6	3.5	7.0
Total	27,157	7.6	11.1	14.7	18.0	21.5	15.4	6.3	5.4

TABLE 70

Per Cent of Classes in Arkansas High Schools within Various Class Size Categories, by Subject Area

Subject area	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Language Arts	5,471	3.0	6.0	12.7	20.5	27.5	20.4	7.0	2.9
Mathematics	4,084	5.9	7.9	11.9	18.5	26.4	19.5	6.8	3.1
Science	3,413	4.4	7.4	11.7	19.9	27.6	18.2	6.9	3.9
Social Studies	4,142	2.8	6.6	11.1	18.9	26.7	21.0	8.8	4.1
Foreign Languages	583	14.5	16.3	16.1	23.5	19.0	7.2	2.4	1.0
Physical Education	2,862	3.9	8.1	13.2	14.6	14.6	12.1	10.3	23.2
Music	817	13.6	12.6	9.8	11.1	13.8	10.4	6.6	22.1
Art	65	12.3	20.0	7.7	21.5	20.0	12.3	3.1	3.1
Business Education	2,138	18.2	20.0	22.1	15.0	13.1	8.1	2.8	0.7
Home Economics	1,811	19.3	25.3	26.6	16.4	7.7	2.9	1.3	0.5
Agriculture	1,261	20.9	30.4	25.2	14.2	5.2	2.8	1.1	0.2
Industrial Arts	309	12.3	21.7	27.8	19.1	12.0	5.1	1.0	1.0
Vocational	201	21.4	27.4	23.4	11.9	10.0	5.9		
Total	27,157	7.6	11.1	14.7	18.0	21.5	15.4	6.3	5.4

TABLE 71

Per Cent of Teachers with a Master's Degree or Above in Arkansas High Schools Grouped by Size of School and Per Pupil Expenditure for Instructional Salaries

School size (Pupils enrolled)	Per cent of teachers with Master's Degree or above in schools with following per pupil expenditure range:									
	$100-$149	$150-$199	$200-$249	$250-$299	$300-$349	$350-$399	$400-$449	$450-$499	$500-$549	$550 or more
99 or fewer		2.9	9.3	11.1	13.3	8.2	6.7	7.5		27.3
100-249	8.1	14.8	14.2	18.5	24.7	12.9	13.0	15.8	13.0	
250-499	13.6	19.3	21.1	20.9	13.0	27.7				
500-999	16.6	24.2	28.4	26.1	20.0	38.2				
1,000-1,499		29.7	43.0							
1,500-1,999		22.1	54.9							
2,000 or more		48.2								
Total	13.3	20.9	24.7	19.6	18.4	26.5	10.5	26.1	12.5	27.3

TABLE 72

Per Cent of Teachers with Less than a Bachelor's Degree in Arkansas High Schools Grouped by Size of School and Per Pupil Expenditure for Instructional Salaries

School size (Pupils enrolled)	Per cent of teachers with less than a Bachelor's Degree in schools with following per pupil expenditure range:									
	$100-$149	$150-$199	$200-$249	$250-$299	$300-$349	$350-$399	$400-$449	$450-$499	$500-$549	$550 or more
99 or fewer	16.7	29.4	25.9	9.5	14.4	12.2	13.3			
100-249	13.9	10.6	10.4	6.5	3.4	5.0	4.3	5.3	4.3	
250-499	5.7	6.2	3.4	6.6	13.0					
500-999	2.8	2.2	1.4	1.8	2.5	2.2				
1,000-1,499		4.4	.7							
1,500-1,999		1.5	1.1							
2,000 or more		1.2								
Total	6.6	6.1	5.8	5.9	7.9	3.4	7.9	4.3	8.3	

TABLE 73

Number and Per Cent of Florida High Schools Grouped by Organizational Pattern and by Size of School

School size (Pupils enrolled)	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
99 or fewer	16	7.1							16	4.8
100-249	60	26.7							60	18.0
250-499	64	28.5			3	11.1	9	11.5	76	22.7
500-999	49	21.7	2	50.0	12	44.5	11	14.1	74	22.1
1,000-1,499	20	8.9			8	29.6	16	20.5	44	13.2
1,500-1,999	7	3.1	1	25.0	1	3.7	20	25.6	29	8.7
2,000 or more	9	4.0	1	25.0	3	11.1	22	28.3	35	10.5
Total	225	100.0	4	100.0	27	100.0	78	100.0	334	100.0

TABLE 74

Pupil Enrollment in Florida High Schools Grouped by Size and Grade Organization

School size (Pupils enrolled)	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Total
99 or fewer	1,107				1,107
100-249	11,295				11,295
250-499	23,228		1,324	3,432	27,984
500-999	34,290	1,565	8,855	7,962	52,672
1,000-1,499	24,565		10,212	19,848	54,625
1,500-1,999	11,953	1,711	1,941	35,624	51,229
2,000 or more	21,064	2,803	8,082	41,028	72,977
Total	127,502	6,079	30,414	107,894	271,889

TABLE 75

College Training of Florida High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers							Principals				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	144	18	12.5	118	81.9	8	5.6	15	2	13.3	13	86.7
100-249	1,011	152	15.0	826	81.7	33	3.3	59	1	1.7	58	98.3
250-499	1,780	338	19.0	1,407	79.0	35	2.0	74	69	93.2	5	6.8
500-999	2,267	568	25.0	1,664	73.4	35	1.6	69	59	85.5	10	14.5
1,000-1,499	2,037	599	29.4	1,408	69.1	30	1.5	44	37	84.1	7	15.9
1,500-1,999	1,992	718	36.0	1,262	63.4	12	0.6	28	23	82.1	5	17.9
2,000 or more	3,284	1,158	35.3	2,088	63.6	38	1.1	35	25	71.4	10	28.6
Total	12,515	3,551	28.4	8,773	70.1	191	1.5	324	216	66.7	108	33.3

TABLE 76

College Training of Florida High School Librarians and Guidance Counselors by Size of School

School size (Pupils enrolled)	Librarians							Guidance counselors				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	3	2	66.7	1	33.3							
100-249	51	14	27.4	36	70.6	1	2.0	26	11	42.3	15	57.7
250-499	68	27	39.7	39	57.4	2	2.9	42	27	64.3	15	35.7
500-999	76	33	43.4	42	55.3	1	1.3	74	54	73.0	20	27.0
1,000-1,499	60	35	58.3	25	41.7			66	55	83.3	11	16.7
1,500-1,999	57	26	45.6	30	52.6	1	1.8	57	44	77.2	13	22.8
2,000 or more	76	44	57.9	30	39.5	2	2.6	133	109	82.0	24	18.0
Total	391	181	46.3	203	51.9	7	1.8	398	300	75.4	98	24.6

TABLE 77

Number and Per Cent of Florida High School Teachers Holding Degrees from Florida Colleges, by Size of School

School size (Pupils enrolled)	Number of high school teachers	Teachers holding degrees from Florida colleges	
		Number	Per cent
99 or fewer	144	104	72.2
100-249	1,011	555	54.9
250-499	1,780	888	49.9
500-999	2,267	1,019	44.9
1,000-1,499	2,037	749	36.8
1,500-1,999	1,992	749	37.6
2,000 or more	3,284	1,178	35.9
Total	12,515	5,242	41.9

TABLE 78

Sex of Florida High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers					Principals				
	Total number	Men		Women		Total number	Men		Women	
		Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	144	41	28.5	103	71.5	15	12	80.0	3	20.0
100-249	1,011	287	28.4	724	71.6	59	57	96.6	2	3.4
250-499	1,780	667	37.5	1,113	62.5	74	72	97.3	2	2.7
500-999	2,267	1,043	46.0	1,224	54.0	69	68	98.6	1	1.4
1,000-1,499	2,037	1,027	50.4	1,010	49.6	44	42	95.4	2	4.6
1,500-1,999	1,992	962	48.3	1,030	51.7	28	27	96.4	1	3.6
2,000 or more	3,284	1,576	48.0	1,708	52.0	35	35	100.0		
Total	12,515	5,603	44.8	6,912	55.2	324	313	96.6	11	3.4

TABLE 79

Annual Salaries of Florida High School Teachers by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of high school teachers whose salaries fall in following salary ranges: $2,500 or less	$2,501 - 3,000	$3,001 - 3,500	$3,501 - 4,000	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 and above
99 or fewer	144	6.3	2.1	6.2	14.6	18.8	18.0	21.5	8.3	3.5	0.7		
100-249	1,011	6.8	1.7	2.1	17.0	16.5	16.1	22.9	10.5	3.2	1.8	1.3	0.1
250-499	1,780	4.4	1.1	1.7	10.0	15.6	17.9	24.4	13.3	7.2	2.9	1.1	0.4
500-999	2,267	4.6	1.0	1.2	8.1	18.8	14.6	18.3	13.7	10.8	4.8	2.5	1.6
1,000-1,499	2,037	3.5	1.2	0.8	6.7	14.8	14.2	15.3	14.1	11.2	8.4	3.9	5.9
1,500-1,999	1,992	5.5	0.8	1.2	7.9	15.3	15.1	14.0	12.6	13.8	8.1	2.8	2.9
2,000 or more	3,284	4.4	1.1	1.0	5.4	10.0	14.2	12.2	12.8	10.2	9.6	5.8	13.3
Total	12,515	4.7	1.1	1.3	8.2	14.6	15.1	16.8	13.0	10.0	6.6	3.3	5.3

TABLE 80

Annual Salaries of Florida High School Principals by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of high school principals whose salaries fall in following salary ranges: $4,000 or less	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 - 8,000	$8,001 - 8,500	$8,501 - 9,000	$9,001 - 9,500	$9,501 - 10,000	$10,001 and above
99 or fewer	15				6.7	13.3	20.0	20.0	26.6	6.7	6.7				
100-249	59			1.7		5.1	11.9	15.3	22.0	25.4	16.9	1.7			
250-499	74	1.3					9.4	6.8	18.9	23.0	8.1	20.3	5.4	6.8	
500-999	69	1.4		1.4			1.4	2.9	8.8	17.4	10.2	24.6	8.7	23.2	
1,000-1,499	44	2.3						2.3		9.1	15.9	13.6	6.8	50.0	
1,500-1,999	28							3.6	7.1	17.9	7.1	7.1	10.7	46.5	
2,000 or more	35									8.6	8.6			82.8	
Total	324	0.9		0.6	0.3	1.5	5.6	6.5	12.1	17.6	11.1	12.7	4.9	26.2	

TABLE 81

Percentage Distribution of Florida Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges: 20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	16	68.7	25.0	6.3											
100-249	60	5.0	20.0	50.0	20.0	5.0									
250-499	64	1.6	1.6	20.3	32.8	34.3	7.8	1.6							
500-999	49				2.0	22.4	36.8	26.6	2.0	4.1	4.1	2.0			
1,000-1,499	20						10.0	15.0	20.0	20.0	10.0	15.0	5.0	5.0	
1,500-1,999	7									42.8	14.3		28.6	14.3	
2,000 or more	9									22.2		33.4	22.2	11.1	11.1
Total	225	6.7	7.6	19.6	15.1	16.0	11.1	7.6	2.2	4.9	2.2	3.1	2.2	1.3	0.4

TABLE 82

Percentage Distribution of Florida Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges: 20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249															
250-499															
500-999	2							100.0							
1,000-1,499															
1,500-1,999	1										100.0				
2,000 or more	1														100.0
Total	4							50.0			25.0				25.0

TABLE 83

Percentage Distribution of Florida Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges: 20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249															
250-499	3					33.3		66.7							
500-999	12					16.7		50.0	8.3	8.3	16.7				
1,000-1,499	8								12.5		25.0	37.5			25.0
1,500-1,999	1													100.0	
2,000 or more	3											33.3		33.3	33.4
Total	27					11.1		29.7	7.4	3.7	14.8	14.8		7.4	11.1

TABLE 84

Percentage Distribution of Florida Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges: 20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249															
250-499	9	11.1				11.1	44.5	11.1	22.2						
500-999	11							45.4	9.1	9.1		18.2	18.2		
1,000-1,499	16									12.5	18.7	12.5	6.3	18.7	31.3
1,500-1,999	20										5.0	5.0	15.0	20.0	55.0
2,000 or more	22													4.8	95.2
Total	78	1.3				1.3	5.1	7.7	3.8	3.8	5.1	6.4	7.7	10.3	47.5

TABLE 85

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Language Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Language Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16			50.0	18.8	31.2												
100-249	60			6.7	10.0	58.2	16.7	6.7	1.7									
250-499	76			2.6	7.9	50.0	23.7	5.3	6.6	2.6				1.3				
500-999	74					23.4	28.8	15.0	12.3	5.5	2.7	4.1	1.4	2.7	2.7	1.4		
1,000-1,499	44					2.3	15.9	6.8	9.1	15.9	9.1	9.1	2.3	6.8	9.1	2.3	6.8	4.5
1,500-1,999	29					3.4		3.4	3.4	13.8	6.9	6.9	13.8	10.5	6.9	3.4	13.8	13.8
2,000 or more	35							5.7		5.7	5.7	5.7		11.4	5.7	2.9	8.6	48.6
Total	334			4.2	4.5	29.2	16.8	7.5	6.0	5.7	3.0	3.3	1.8	3.9	3.0	1.2	3.0	6.9

TABLE 86

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Foreign Languages:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	100.0																
100-249	60	68.3	21.7	8.3	1.7													
250-499	76	42.1	18.4	25.0	5.3	6.6	1.3	1.3										
500-999	74	10.8	14.9	35.0	10.8	17.6	2.7	4.1	1.4		2.7							
1,000-1,499	44	2.3		15.9	6.8	20.4	11.4	6.8	9.1	13.6	2.3	4.5	2.3	2.3			2.3	
1,500-1,999	29			3.4	3.4	6.9	3.4	3.4	17.3	10.4	10.4	13.9	17.3	3.4	3.4	3.4		
2,000 or more	35					5.7	2.9	2.9	5.7	22.8	2.9	17.0	5.7	14.3	2.9	11.4	2.9	2.9
Total	334	29.2	11.4	17.4	5.1	9.3	3.0	2.7	3.6	5.1	2.1	3.6	2.4	2.1	0.6	1.5	0.6	0.3

TABLE 87

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Science, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Science:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16		6.2	56.3	12.5	25.0												
100-249	60		8.3	21.7	43.4	15.0	8.3	3.3										
250-499	76	2.6	1.3	5.3	42.1	27.7	10.5	9.2	1.3									
500-999	74	1.4	1.4		13.5	22.9	31.0	20.2	4.1	4.1	1.4							
1,000-1,499	44						15.9	15.9	36.4	18.2	6.8	2.3	4.5					
1,500-1,999	29					10.3	20.8	13.8	24.2	6.9	6.9	3.4	10.3	3.4				
2,000 or more	35					2.9	11.4	11.4	11.4	19.9	2.9	14.3	14.3	8.6		2.9		
Total	334	0.9	2.4	7.8	21.0	16.4	15.8	11.7	9.3	6.0	2.1	2.1	3.0	1.2		0.3		

TABLE 88

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Social Studies, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Social Studies:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16		25.0	37.5	25.0	12.5												
100-249	60		1.7	8.3	40.0	40.0	8.3	1.7										
250-499	76		1.3	2.6	18.4	47.4	21.1	6.6		1.3	1.3							
500-999	74		1.4		12.2	40.4	20.2	10.8	5.4	6.8	1.4			1.4				
1,000-1,499	44					9.1	22.7	34.1	15.9	9.1	4.5	2.3	2.3					
1,500-1,999	29					24.2	10.3	27.8	10.3	3.4	10.3	10.3	3.4					
2,000 or more	35					11.4	17.1	14.3	20.0	11.4	11.4	5.7	2.9		2.9	2.9		
Total	334		2.1	3.9	15.3	32.0	16.4	12.6	6.3	4.5	3.3	1.8	0.9	0.3	0.3	0.3		

TABLE 89

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Mathematics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Mathematics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16		12.5	56.3	18.7	12.5												
100-249	60		5.0	11.7	30.0	28.3	20.0	5.0										
250-499	76		1.3	3.9	13.2	25.0	19.8	27.6	7.9	1.3								
500-999	74		1.4		5.4	6.8	18.9	21.6	25.6	5.4	9.5	2.7		2.7				
1,000-1,499	44						2.3	11.4	22.7	15.9	34.1	2.3	4.5	6.8				
1,500-1,999	29							6.9	3.4	27.7	24.1	3.4	13.8	13.8	6.9			
2,000 or more	35							5.7	5.7	17.1	11.4	20.0		22.9	2.9		11.4	2.9
Total	334		2.1	5.7	10.5	12.8	12.6	14.6	11.4	7.8	9.9	3.3	1.8	5.1	0.9		1.2	0.3

TABLE 90

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Agriculture, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Agriculture:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	75.0	6.2	6.3	12.5													
100-249	60	35.0		6.7	33.3	23.3	1.7											
250-499	76	39.5	1.3	2.6	27.7	28.9												
500-999	74	33.7	4.1	4.1	32.3	23.0	1.4	1.4										
1,000-1,499	44	45.4		6.8	25.0	20.5	2.3											
1,500-1,999	29	65.5	6.9	6.9	13.8	6.9												
2,000 or more	35	60.0	2.9	14.3	22.8													
Total	334	44.3	2.4	6.0	26.9	19.2	0.9	0.3										

TABLE 91

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Business Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Business Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	50.0	12.5	18.7	18.8													
100-249	60	6.7	10.0	28.3	35.0	15.0	5.0											
250-499	76	1.3	10.5	17.1	27.7	26.3	6.6	5.3	2.6	1.3		1.3						
500-999	74	1.4	4.1	4.1	14.9	17.5	16.2	18.8	14.9		2.7		5.4					
1,000-1,499	44				2.3	4.5	11.4	9.1	25.0	13.6	13.6	9.1	6.8	2.3	2.3			
1,500-1,999	29						3.4	13.8	3.4	20.8	6.9	6.9	20.7	13.8	3.4	6.9		
2,000 or more	35							8.6	5.7	8.6	11.4	17.0	14.3	8.6	2.9	8.6	5.7	8.6
Total	334	4.2	5.7	10.8	17.0	13.1	7.8	8.7	8.1	4.8	4.2	3.9	5.4	2.4	0.9	1.5	0.6	0.9

TABLE 92

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Home Economics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Home Economics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	12.5	43.8	25.0	12.5	6.2												
100-249	60	3.3	8.3	30.0	28.4	26.7	3.3											
250-499	76	3.9	2.6	19.7	57.9	13.3	2.6											
500-999	74	2.7	1.4	17.6	40.4	32.4	2.7	1.4				1.4						
1,000-1,499	44			25.0	45.4	25.0	2.3		2.3									
1,500-1,999	29			17.2	27.7	41.4	10.3	3.4										
2,000 or more	35		2.9	14.3	34.2	25.7	5.7	14.3	2.9									
Total	334	2.7	4.8	21.3	39.7	24.9	3.6	2.1	0.6			0.3						

TABLE 93

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Industrial Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	75.0	25.0															
100-249	60	81.7	5.0	5.0	6.7	1.6												
250-499	76	53.9	7.9	18.4	11.9	7.9												
500-999	74	28.4	14.9	21.6	17.6	9.4	6.8	1.3										
1,000-1,499	44	11.4	11.4	11.4	34.1	4.5	20.4	6.8										
1,500-1,999	29	3.4		6.9	6.9	20.7	13.8	24.1	6.9	6.9	3.4	3.5	3.5					
2,000 or more	35		2.8	2.8	14.3	2.8	14.3	20.0	11.4	8.6	5.8		5.8	2.8	8.6			
Total	334	38.6	9.0	12.2	14.4	6.9	6.9	5.4	1.8	1.5	0.9	0.3	0.9	0.3	0.9			

TABLE 94

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in T and I Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in T and I Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	100.0																
100-249	60	100.0																
250-499	76	92.1	2.7		1.3								1.3					2.6
500-999	74	75.7	6.8	4.1	2.7	1.4	2.7		1.3	1.3			1.3					2.7
1,000-1,499	44	68.2	2.3	6.9	4.5		4.5	4.5	4.5	2.3		2.3						
1,500-1,999	29	75.9	6.9	6.9		3.4												6.9
2,000 or more	35	77.0	2.8	5.7	2.9	2.9	2.9		2.9	2.9								
Total	334	84.1	3.3	3.0	1.8	0.9	1.5	0.6	1.2	0.9		0.3	0.6					1.8

TABLE 95

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Art, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Art:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	100.0																
100-249	60	96.6	1.7	1.7														
250-499	76	89.3	8.0	2.7														
500-999	74	56.2	20.5	17.8	5.5													
1,000-1,499	44	22.7	11.4	29.6	15.9	15.9	4.5											
1,500-1,999	29	3.4	17.2	24.1	34.6	20.7												
2,000 or more	35	5.7	2.9	20.0	34.2	25.7	8.6		2.9									
Total	334	58.8	9.9	13.0	9.9	6.6	1.5		0.3									

TABLE 96

Percentage Distribution of Florida High Schools, by Number of Course Units Offered in Music, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Music:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	62.4	18.8	18.8														
100-249	60	21.7	41.6	20.0	15.0	1.7												
250-499	76	17.3	17.3	38.8	14.7	9.3	1.3		1.3									
500-999	74	2.7	15.1	39.7	23.3	8.2	9.6	1.4										
1,000-1,499	44		2.3	13.6	27.4	13.6	13.6	13.6	4.5	6.8	2.3	2.3						
1,500-1,999	29		3.4		10.3	17.3	27.7	13.8	13.8	10.3	3.4							
2,000 or more	35			2.9		22.9	14.3	22.9	14.3	17.0	5.7							
Total	334	11.4	16.3	24.2	15.7	9.9	8.1	5.7	3.6	3.6	1.2	0.3						

TABLE 97

Number and Per Cent of Florida High School Pupils in Grades 9-12, by Total Number of Course Units Available

Total number of course units offered	Grade 9-12 pupils to whom course units are available	
	Number	Per cent
20 or fewer	831	0.4
21-25	1,506	0.7
26-30	5,695	2.6
31-35	6,089	2.8
36-40	11,363	5.2
41-45	11,003	5.1
46-50	18,389	8.4
51-55	7,393	3.4
56-60	13,358	6.1
61-65	14,856	6.8
66-70	19,222	8.8
71-75	13,473	6.2
76-80	19,934	9.2
81-85	14,373	6.6
86-90	16,799	7.7
91-95	13,505	6.2
96-100	10,435	4.8
101-134	19,602	9.0
Total	217,826	100.0

TABLE 98

Percentage Distribution of Florida High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

	Per cent of pupils with following number of course units available:										
Subject area	0	1	2	3	4	5	6	7	8	9	10 or more
Social Studies		0.1	0.5	5.0	21.2	17.6	18.1	13.2	7.7	7.1	9.5
Mathematics		0.1	0.8	2.7	3.9	5.9	10.7	11.1	15.0	19.2	30.6
Science	0.1	0.6	1.3	6.4	9.0	16.7	14.9	16.7	13.2	4.2	16.9
Foreign Languages	7.4	4.1	11.2	4.3	9.7	4.7	3.5	8.1	12.2	4.8	30.0
Art	25.4	10.0	20.8	22.3	16.6	3.9		1.0			
Music	2.3	6.1	14.0	12.4	16.0	14.2	14.4	8.0	8.9	3.2	0.5
Home Economics	0.6	1.6	19.0	38.4	28.1	5.0	5.5	1.6			0.2
Agriculture	52.4	3.7	8.2	22.0	12.8	0.6	0.3				
Industrial Arts	13.9	6.8	9.1	17.4	8.0	14.2	12.5	4.3	4.6	2.3	6.9
Vocational T and I	76.1	4.3	5.4	2.3	2.2	2.5	0.7	1.8	1.5	0.6	2.6
Business Education	0.4	1.5	2.8	6.0	5.8	6.4	9.3	10.8	10.0	8.8	38.2

TABLE 99

Number and Per Cent of Florida High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

School size (Pupils enrolled	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages
99 or fewer	862	999		364	306		42.2	30.6	
100-249	8,646	7,836	601	1,291	1,324	363	14.9	16.9	60.4
250-499	20,005	19,017	2,488	1,898	2,375	555	9.5	12.5	22.3
500-999	38,169	35,737	7,638	2,404	3,565	1,069	6.3	10.0	14.0
1,000-1,499	40,127	37,115	12,944	2,280	1,820	1,574	5.7	4.9	12.2
1,500-1,999	36,342	30,678	15,447	3,285	2,730	1,755	9.0	8.9	11.4
2,000 or more	62,088	30,959	29,835	4,721	4,029	2,748	7.6	13.0	9.2
Total	206,239	162,341	68,953	16,243	16,149	8,064	7.9	9.9	11.7

TABLE 100

Number and Per Cent of Florida High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education
99 or fewer	907	887	192	233	112	39	25.7	12.6	20.3
100-249	11,002	9,549	2,704	1,548	1,722	295	14.1	18.0	10.9
250-499	25,406	22,204	8,271	3,039	2,710	1,051	12.0	12.2	12.7
500-999	50,908	41,044	16,253	4,909	3,942	2,037	9.6	9.6	12.5
1,000-1,499	54,402	41,910	18,281	3,150	3,674	1,223	5.8	8.8	6.7
1,500-1,999	51,947	36,016	20,757	4,452	2,945	1,969	8.6	8.2	9.5
2,000 or more	83,690	62,444	34,686	5,196	7,405	2,390	6.2	11.8	6.9
Total	278,262	214,054	101,144	22,527	22,510	9,004	8.1	10.5	8.9

TABLE 101

Number and Per Cent of Florida High School Pupils Taught Industrial Arts, Vocational Subjects, and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.
99 or fewer	135		712	36		302	26.7		42.4
100-249	561		8,207	117		2,162	20.8		26.3
250-499	2,992	4,659	20,700	863	540	2,167	28.8	11.6	10.5
500-999	6,092	5,124	36,081	1,794	860	2,088	29.4	16.8	5.8
1,000-1,499	6,599	3,038	36,378	666	602	2,210	10.1	19.8	6.1
1,500-1,999	6,725	2,059	35,495	863	317	1,967	12.8	15.4	5.5
2,000 or more	12,959	2,180	58,313	1,862	773	3,150	14.4	35.4	5.4
Total	36,063	17,060	193,509	6,201	3,092	14,046	17.2	18.1	7.2

TABLE 102

Number and Per Cent of Florida High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music
99 or fewer	117	343	399	7	7	245	6.0	2.0	61.4
100-249	2,545	3,139	3,707	189	138	278	7.4	4.4	7.5
250-499	3,697	6,388	8,411		145	446		2.3	5.3
500-999	4,640	10,488	14,267	134	319	1,150	2.9	3.0	8.1
1,000-1,499	3,352	9,315	11,302	54	259	264	1.6	2.8	2.3
1,500-1,999	813	8,359	8,139	78	294	128	9.6	3.5	1.6
2,000 or more	1,206	11,895	13,428	32	362	195	2.6	3.0	1.4
Total	16,370	49,927	59,653	494	1,524	2,706	3.0	3.0	4.5

TABLE 103

Per Cent of Classes in Florida High Schools within Various Class Size Categories, by Size of School

School size (Pupils enrolled)	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
99 or fewer	396	37.9	26.8	18.4	8.3	6.3	1.0	0.5	0.8
100-249	2,870	13.5	19.2	20.7	19.9	13.5	6.9	3.2	3.1
250-499	6,020	7.9	12.7	15.2	18.8	21.3	14.2	5.3	4.6
500-999	10,317	6.6	8.5	12.2	15.3	25.2	19.9	6.4	5.9
1,000-1,499	10,259	4.3	5.9	10.1	16.8	28.1	22.9	6.2	5.7
1,500-1,999	9,173	3.4	4.7	9.3	15.9	29.0	25.1	6.7	5.9
2,000 or more	14,968	2.4	2.9	6.9	13.9	37.5	24.1	5.5	6.8
Total	54,003	5.2	7.0	10.7	15.9	28.6	21.1	5.8	5.7

TABLE 104

Per Cent of Classes in Florida High Schools within Various Class Size Categories, by Subject Area

Subject area	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Language Arts	10,065	2.0	2.6	7.8	16.2	38.3	26.8	5.2	1.1
Mathematics	7,444	2.3	3.2	7.0	16.3	35.7	28.4	6.2	0.9
Science	6,557	1.9	3.5	7.2	15.5	35.8	28.7	5.6	1.8
Social Studies	7,324	0.9	1.8	5.5	13.5	35.2	31.2	8.4	3.5
Foreign Languages	2,773	4.5	6.2	14.1	20.9	33.8	17.3	2.7	0.5
Physical Education	6,261	7.3	9.1	10.5	8.7	10.3	11.9	12.2	30.0
Music	1,983	11.9	10.6	10.1	10.3	11.0	9.9	6.8	29.4
Art	718	5.7	9.5	13.5	24.1	27.8	14.6	3.8	1.0
Business Education	4,432	12.6	10.3	13.0	18.9	26.3	14.0	3.5	1.4
Home Economics	2,522	8.1	19.2	25.7	26.5	16.0	3.8	0.4	0.3
Agriculture	1,044	20.8	32.9	25.2	13.2	5.3	1.7	0.6	0.3
Industrial Arts	1,704	7.6	13.6	23.2	26.8	20.6	7.3	0.8	0.1
Vocational	1,176	24.9	32.2	30.0	9.9	2.2	0.4	0.1	0.3
Total	54,003	5.2	7.0	10.7	15.9	28.5	21.1	5.8	5.8

TABLE 105

Number and Per Cent of Florida High School Graduates Entering College

School size (Pupils enrolled)	Number of high schools	Number of graduates	Graduates entering college	Per cent
99 or fewer	12	79	24	30.4
100-249	56	1,040	296	28.5
250-499	70	2,685	917	34.2
500-999	65	5,175	1,941	37.5
1,000-1,499	41	8,210	3,631	44.2
1,500-1,999	25	8,018	4,235	52.8
2,000 or more	35	15,935	7,680	48.2
Total	304*	41,142	18,724	45.5

* Data not available for all high schools.

TABLE 106

Number and Per Cent of Georgia High Schools Grouped by Organizational Pattern and by Size of School

School size (Pupils enrolled)	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
99 or fewer	1	2.9	8	3.3	5	3.9			14	3.4
100-249	6	17.6	77	31.9	28	22.0			111	26.9
250-499	16	47.2	71	29.5	32	25.2	1	10.0	120	29.1
500-999	8	23.5	54	22.4	47	37.1	3	30.0	112	27.2
1,000-1,499	2	5.9	21	8.7	8	6.3	4	40.0	35	8.5
1,500-1,999			5	2.1	4	3.1	2	20.0	11	2.7
2,000 or more	1	2.9	5	2.1	3	2.4			9	2.2
Total	34	100.0	241	100.0	127	100.0	10	100.0	412	100.0

TABLE 107

Pupil Enrollment in Georgia High Schools Grouped by Size and Grade Organization

School size (Pupils enrolled)	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Total
99 or fewer	65	605	440		1,110
100-249	1,226	13,505	5,229		19,960
250-499	6,110	25,995	11,517	321	43,943
500-999	5,439	35,756	32,534	2,314	76,043
1,000-1,499	2,370	25,327	9,566	4,533	41,796
1,500-1,999	2,060	8,732	6,815	3,497	21,104
2,000 or more		12,388	6,566		18,954
Total	17,270	122,308	72,667	10,665	222,910

TABLE 108

College Training of Georgia High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers							Principals				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	75	10	13.3	64	85.4	1	1.3	14	13	92.9	1	7.1
100-249	1,031	175	17.0	836	81.1	20	1.9	111	103	92.8	8	7.2
250-499	1,868	378	20.2	1,473	78.9	17	0.9	120	118	98.3	2	1.7
500-999	3,168	800	25.3	2,342	73.9	26	0.8	112	111	99.1	1	0.9
1,000-1,499	1,764	532	30.2	1,227	69.5	5	0.3	35	35	100.0		
1,500-1,999	734	221	30.1	511	69.6	2	0.3	11	10	90.9	1	9.1
2,000 or more	808	194	24.0	608	75.2	6	0.8	9	9	100.0		
Total	9,448	2,310	24.5	7,061	74.7	77	0.8	412	399	96.8	13	3.2

TABLE 109

College Training of Georgia High School Librarians and Guidance Counselors by Size of School

School size (Pupils enrolled)	Librarians							Guidance counselors				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	3			3	100.0			2			2	100.0
100-249	90	17	18.9	71	78.9	2	2.2	56	22	39.3	34	60.7
250-499	113	28	24.8	82	72.6	3	2.6	83	42	50.1	41	49.9
500-999	103	39	37.9	63	61.1	1	1.0	107	71	66.4	36	33.6
1,000-1,499	40	25	62.5	15	37.5			61	45	73.8	16	26.2
1,500-1,999	12	8	66.7	4	33.3			26	23	88.5	3	11.5
2,000 or more	7	5	71.4	2	28.6			13	9	69.2	4	30.8
Total	368	122	33.2	240	65.2	6	1.6	348	212	60.9	136	39.1

TABLE 110

Per Cent of Georgia High School Teachers by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of teachers with following years of teaching experience:									
		Less than 1 year	1 year	2 years	3 years	4 years	5 years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	75		5.3	5.3	6.7	10.7	5.3	28.0	12.0	10.7	16.0
100-249	1,031	1.1	10.8	7.5	6.9	5.4	5.4	16.8	20.4	9.6	16.1
250-499	1,868	2.4	8.2	8.7	6.9	4.8	5.6	20.0	18.0	8.2	17.2
500-999	3,168	2.2	8.4	8.0	6.9	5.8	5.9	20.4	16.2	8.1	18.1
1,000-1,499	1,764	1.6	9.7	8.6	7.1	6.5	5.6	16.8	15.8	8.0	20.3
1,500-1,999	734	1.8	14.6	9.6	7.6	6.9	4.6	17.6	12.1	6.9	18.3
2,000 or more	808	4.0	13.5	12.6	8.3	6.6	4.0	16.3	14.6	7.1	13.0
Total	9,448	2.1	9.7	8.7	7.1	5.9	5.5	18.7	16.5	8.1	17.7

TABLE 111

Per Cent of Georgia High School Principals by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of principals with following years of teaching experience:				
		5 or fewer years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	14		21.4	21.4	14.3	42.9
100-249	111	2.7	7.2	32.5	20.7	36.9
250-499	120	0.8	2.5	26.7	19.2	50.8
500-999	112	2.7	5.4	20.5	18.7	52.7
1,000-1,499	35	5.7	5.7	17.2	5.7	65.7
1,500-1,999	11		9.1	27.3		63.6
2,000 or more	9	11.1	22.2	11.1	11.1	44.5
Total	412	2.4	6.1	25.2	17.5	48.8

TABLE 112

Sex of Georgia High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers					Principals				
	Total number	Men		Women		Total number	Men		Women	
		Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	75	36	48.0	39	52.0	14	13	92.9	1	7.1
100-249	1,031	495	48.0	536	52.0	111	109	98.2	2	1.8
250-499	1,868	809	43.3	1,059	56.7	120	118	98.3	2	1.7
500-999	3,168	1,380	43.6	1,788	56.4	112	111	99.1	1	0.9
1,000-1,499	1,764	711	40.3	1,053	59.7	35	35	100.0		
1,500-1,999	734	261	35.6	473	64.4	11	11	100.0		
2,000 or more	808	306	37.9	502	62.1	9	9	100.0		
Total	9,448	3,998	42.3	5,450	57.7	412	406	98.5	6	1.5

TABLE 113

Annual Salaries of Georgia High School Teachers by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of high school teachers whose salaries fall in following salary ranges:											
		$2,500 or less	$2,501 - 3,000	$3,001 - 3,500	$3,501 - 4,000	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 and above
99 or fewer	75	4.0		5.3	14.7	36.0	16.0	12.0	5.3	1.3	4.0	1.4	
100-249	1,031	1.6	0.7	3.0	21.0	37.2	17.3	7.2	4.1	3.0	3.0	1.4	0.5
250-499	1,868	0.4	0.2	2.6	20.9	36.9	18.5	6.5	4.8	3.8	2.8	2.0	0.6
500-999	3,168	0.3	0.2	2.2	18.6	32.4	18.0	10.7	5.2	4.7	4.2	2.4	1.1
1,000-1,499	1,764	0.2	0.2		8.2	24.5	20.4	17.9	10.7	6.3	4.8	4.6	2.2
1,500-1,999	734	0.7	0.1	0.5	10.8	24.0	19.5	16.4	11.7	5.7	5.2	3.5	1.9
2,000 or more	808			0.2	7.9	24.8	25.7	15.6	10.4	7.7	5.1	1.6	1.0
Total	9,448	0.5	0.2	1.7	15.8	31.1	19.2	11.7	7.0	4.9	4.1	2.6	1.2

TABLE 114

Annual Salaries of Georgia High School Principals by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of high school principals whose salaries fall in following salary ranges:													
		$4,000 or less	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 - 8,000	$8,001 - 8,500	$8,501 - 9,000	$9,001 - 9,500	$9,501 - 10,000	$10,001 and Above
99 or fewer	14				7.2	21.4	21.4	14.2	21.4	7.2	7.2				
100-249	111	0.9		0.9	1.8	2.7	14.4	28.8	29.8	10.8	6.3	0.9	2.7		
250-499	120	1.7		1.7		2.5	5.0	22.5	18.3	15.8	15.0	9.1	1.7	5.0	1.7
500-999	112					0.9		14.3	11.6	18.8	20.5	12.5	7.1	6.3	8.0
1,000-1,499	35									2.9	8.6	17.1	14.3	20.0	37.1
1,500-1,999	11									9.1			27.3	9.1	54.5
2,000 or more	9														100.0
Total	412	0.7		0.7	0.7	2.4	6.1	18.7	17.2	13.4	12.6	7.8	5.1	5.1	9.5

TABLE 115

Percentage Distribution of Georgia Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	1			100.0											
100-249	6			83.3	16.7										
250-499	16		6.3	37.4	25.0	18.7	6.3	6.3							
500-999	8		12.5	12.5	25.0	37.5		12.5							
1,000-1,499	2							50.0		50.0					
1,500-1,999															
2,000 or more	1										100.0				
Total	34		5.9	38.3	20.6	17.7	2.9	8.8		2.9	2.9				

TABLE 116

Percentage Distribution of Georgia Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	8	12.5	12.5	37.5	12.5	25.0									
100-249	77		2.6	45.5	37.7	11.6	1.3	1.3							
250-499	71			19.7	33.8	32.4	12.7	1.4							
500-999	54		3.7	7.4	18.5	40.7	5.6	9.2	7.4	3.7	1.9		1.9		
1,000-1,499	21					9.5	9.5	9.5	28.6	38.1		4.8			
1,500-1,999	5					20.0			20.0		40.0				20.0
2,000 or more	5							20.0	40.0		20.0			20.0	
Total	241	0.4	2.1	23.2	26.6	24.5	6.2	4.2	5.4	4.1	1.7	0.4	0.4	0.4	0.4

TABLE 117

Percentage Distribution of Georgia Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	5		20.0	60.0	20.0										
100-249	28		3.6	35.7	50.0	7.1	3.6								
250-499	32		3.1	18.8	34.4	43.7									
500-999	47				6.4	23.4	34.0	21.3	14.9						
1,000-1,499	8					25.0	25.0	25.0	25.0						
1,500-1,999	4							25.0	50.0	25.0					
2,000 or more	3										66.7				33.3
Total	127		2.4	15.0	22.8	22.8	15.0	10.2	8.7	0.8	1.5				0.8

TABLE 118

Percentage Distribution of Georgia Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249															
250-499	1			100.0											
500-999	3				33.4	33.3	33.3								
1,000-1,499	4			25.0		25.0		25.0			25.0				
1,500-1,999	2										50.0	50.0			
2,000 or more															
Total	10			20.0	10.0	20.0	10.0	10.0			20.0	10.0			

TABLE 119

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Language Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Language Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	14					64.3	35.7											
100-249	111					81.1	16.2	0.9		1.8								
250-499	120					75.8	17.5	5.8	0.9									
500-999	112				1.8	51.8	21.4	17.0	4.4	1.8	0.9	0.9						
250-499	120					75.8	17.5	5.8		5.7								
1,500-1,999	11				9.1	18.2	54.5	9.1		9.1								
2,000 or more	9					44.4	55.6											
Total	412				1.2	65.1	21.6	8.5	1.5	1.7	0.2	0.2						

TABLE 120

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Foreign Languages:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	14	14.2	7.2	64.2		7.2		7.2										
100-249	111	10.8	15.3	65.8	0.9	6.3		0.9										
250-499	120	6.7	6.7	57.5	6.7	19.2	1.6	1.6										
500-999	112	0.9	2.7	42.0	8.9	19.6	2.7	14.3	3.5	2.7	2.7							
1,000-1,499	35	2.9		2.9	5.7	14.2	5.7	25.7	11.4	11.4	5.7	2.9		8.6				2.9
1,500-1,999	11				9.1	9.1		27.3		9.1	9.1	9.1		18.1				9.1
2,000 or more	9									22.2	11.1	22.2			11.1			33.3
Total	412	5.8	7.1	48.3	5.4	14.3	1.7	7.8	1.9	2.4	1.7	1.0		1.2	0.2			1.2

TABLE 121

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Science, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Science:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	14			14.3	7.1	71.5	7.1											
100-249	111			3.6	16.2	77.5	2.7											
250-499	120		0.8		14.2	78.4	5.0	0.8	0.8									
500-999	112			0.9	6.3	63.4	24.1	5.3										
1,000-1,499	35			2.9	2.9	40.0	37.1	14.2	2.9									
1,500-1,999	11				9.1	18.2	36.3	18.2	18.2									
2,000 or more	9				11.1		55.6		11.1	22.2								
Total	412		0.2	1.9	11.2	67.3	14.3	3.4	1.2	0.5								

TABLE 122

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Social Studies, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Social Studies:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	14			7.1	14.3	21.5	28.6		21.4	7.1								
100-249	111				13.5	50.5	18.9	9.0	6.3	1.8								
250-499	120				6.7	44.2	28.3	15.8	2.5	2.5								
500-999	112				8.0	41.0	25.9	16.1	6.3	0.9	0.9	0.9						
1,000-1,499	35				2.9	37.1	22.8	25.7	2.9		8.6							
1,500-1,999	11					9.0	18.2	18.2	27.3	27.3								
2,000 or more	9					33.4	22.2	22.2	22.2									
Total	412			0.2	8.5	42.5	24.3	14.6	6.3	2.4	1.0	0.2						

TABLE 123

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Mathematics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Mathematics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	14		7.1	7.1	7.1	43.0	21.5	7.1	7.1									
100-249	111			4.5	18.9	37.8	28.8	7.2	2.8									
250-499	120				10.8	29.2	39.2	14.2	6.6									
500-999	112				5.4	16.1	32.1	32.1	12.5	0.9	0.9							
1,000-1,499	35						20.0	48.5	25.7	2.9	2.9							
1,500-1,999	11					9.0		18.2	36.4	36.4								
2,000 or more	9							55.5	11.1	33.4								
Total	412		0.2	1.5	10.0	24.8	30.3	20.9	9.7	2.2	0.4							

TABLE 124

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Agriculture, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Agriculture: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	14	42.9		7.1	14.3	35.7												
100-249	111	18.9	0.9	5.4	22.5	52.3												
250-499	120	23.3	0.8	5.0	17.6	52.5	0.8											
500-999	112	28.6	1.8	7.1	7.1	54.5	0.9											
1,000-1,499	35	77.2			17.1	5.7												
1,500-1,999	11	81.8				18.2												
2,000 or more	9	77.6			11.2	11.2												
Total	412	31.6	1.0	5.1	15.3	46.6	0.4											

TABLE 125

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Business Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Business Education: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	14	14.3	28.6	7.2	7.1	14.3	14.3	7.1	7.1									
100-249	111	3.6	9.0	14.4	18.9	22.6	25.2	6.3										
250-499	120	0.8	2.5	12.5	19.2	15.8	35.0	9.2	5.0									
500-999	112		1.8	4.5	9.8	17.9	24.1	27.7	7.1	3.5		0.9	0.9	1.8				
1,000-1,499	35				2.9	5.7	11.4	28.6	17.1	8.6	2.9	11.4	5.7		5.7			
1,500-1,999	11				9.1		9.1	18.2	45.4	18.2								
2,000 or more	9							33.3	33.3		22.2		11.2					
Total	412	1.7	4.6	9.0	14.1	16.5	25.2	15.8	7.0	2.2	0.7	1.2	1.0	0.5	0.5			

TABLE 126

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Home Economics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Home Economics: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	14	28.6		21.4	21.4	28.6												
100-249	111	3.6	1.8	10.8	33.3	50.5												
250-499	120	2.5	1.7	7.5	41.7	46.6												
500-999	112	0.9	0.9	19.6	34.9	41.1	2.6											
1,000-1,499	35			34.3	48.6	17.1												
1,500-1,999	11			18.2	63.6	18.2												
2,000 or more	9			11.2	55.4	33.4												
Total	412	2.9	1.2	14.8	38.4	42.0	0.7											

TABLE 127

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Industrial Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	14	85.8	7.1		7.1													
100-249	111	74.8	9.9	6.3	5.4	0.9	1.8		0.9									
250-499	120	56.7	15.0	12.5	8.3	6.7	0.8											
500-999	112	30.4	12.5	18.8	14.3	19.6	2.7	1.7										
1,000-1,499	35	14.3	5.7	14.3	20.0	28.5	11.4			2.9	2.9							
1,500-1,999	11	18.2	9.1	18.2		27.2	9.1	9.1	9.1									
2,000 or more	9			11.1	44.5	11.1	22.2					11.1						
Total	412	49.5	11.4	12.4	10.7	10.9	3.3	0.7	0.5	0.2	0.2	0.2						

TABLE 128

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in T and I Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in T and I Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	14	92.9	7.1															
100-249	111	90.1	9.0		0.9													
250-499	120	88.3	7.5	1.7	2.5													
500-999	112	72.3	5.4	8.0	4.4	3.6	3.6	0.9		0.9								0.9
1,000-1,499	35	62.9		11.4	2.9	8.5	2.9			5.6				2.9			2.9	
1,500-1,999	11	63.6		18.2		9.1											9.1	
2,000 or more	9	55.6		11.1		11.1				11.1								11.1
Total	412	81.1	6.3	4.4	2.4	2.2	1.2	0.2		1.0				0.2			0.5	0.5

TABLE 129

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Art, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Art:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	14	92.9	7.1															
100-249	111	96.4	2.7	0.9														
250-499	120	90.0	5.0	4.2		0.8												
500-999	112	70.5	13.4	12.5	2.7			0.9										
1,000-1,499	35	25.7	22.9	40.0		11.4												
1,500-1,999	11	9.1	9.1	27.3	9.1	27.3	18.1											
2,000 or more	9		22.2	33.4	11.0	33.4												
Total	412	77.0	8.7	9.7	1.2	2.7	0.5	0.2										

TABLE 130

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Music, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Music:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	14	57.1	42.9															
100-249	111	52.3	30.6	14.4	1.8		0.9											
250-499	120	28.3	37.5	24.2	1.7	6.7	0.8			0.8								
500-999	112	15.2	27.7	38.4	6.3	7.1	1.8	2.6		0.9								
1,000-1,499	35	2.9	14.3	51.3	11.4	14.3	2.9	2.9										
1,500-1,999	11		9.1	27.2	9.1	18.2	9.1	9.1		9.1		9.1						
2,000 or more	9		11.1	33.4		44.4				11.1								
Total	412	28.6	29.9	27.2	3.9	6.6	1.4	1.2		1.0		0.2						

TABLE 131

Percentage Distribution of Georgia High Schools, by Number of Course Units Offered in Health and Physical Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Health and Physical Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	14	7.1	35.7	42.9	14.3													
100-249	111	10.8	41.5	34.2	9.9	2.7		0.9										
250-499	120	12.5	32.5	37.5	11.7	5.8												
500-999	112	9.8	22.3	41.1	17.0	8.0	1.8											
1,000-1,499	35	2.9	28.6	20.0	11.4	34.2	2.9											
1,500-1,999	11			27.3	27.3	18.1	27.3											
2,000 or more	9		11.2	55.5	11.1	11.1	11.1											
Total	412	9.7	30.6	36.4	13.1	8.3	1.7	0.2										

TABLE 132

Number and Per Cent of Georgia High School Pupils in Grades 9-12, by Total Number of Course Units Available

Total number of course units offered	Grade 9-12 pupils to whom course units are available	
	Number	Per cent
20 or fewer	53	0.1
21-25	2,375	1.3
26-30	18,135	9.7
31-35	25,794	13.8
36-40	40,878	21.9
41-45	20,844	11.2
46-50	21,116	11.3
51-55	23,948	12.9
56-60	10,683	5.7
61-65	13,536	7.3
66-70	2,930	1.6
71-75	558	.3
76-80	1,907	1.0
81	3,487	1.9
Total	186,244	100.0

TABLE 133

Percentage Distribution of Georgia High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

	Per cent of pupils with following number of course units available:										
Subject Area	0	1	2	3	4	5	6	7	8	9	10 or more
Language Arts				3.3	51.0	28.7	11.4	2.0	2.9	0.3	0.4
Social Studies			0.1	5.7	37.1	24.0	18.6	8.9	3.4	2.0	0.2
Mathematics		0.1	0.3	5.0	14.8	24.7	31.4	16.0	6.7	1.0	
Science		.2	1.4	8.9	53.2	25.3	6.2	3.0	1.8		
Foreign Languages	2.7	3.2	30.3	6.8	14.9	2.5	14.7	3.7	5.9	3.6	11.7
Art	55.7	13.4	18.5	3.1	7.5	1.4	0.4				
Music	14.8	23.8	35.5	6.0	12.3	2.0	2.6		2.3		0.7
Home Economics	1.2	0.6	18.2	43.8	35.2	1.0					
Agriculture	45.4	0.7	3.6	12.4	37.4	0.5					
Industrial Arts	32.2	10.0	15.1	14.7	16.8	6.5	1.6	0.9	0.5	0.5	1.2
Vocational T and I	71.3	4.1	8.1	2.9	4.8	1.7	0.4		3.0		3.7
Business Education	0.5	1.7	4.6	9.6	11.7	21.4	22.5	14.2	5.1	2.6	6.1
Health & P.E.	6.8	24.8	35.3	16.0	12.4	4.6	0.1				

TABLE 134

Number and Per Cent of Georgia High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught, by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages
99 or fewer	1,118	1,217	290	120	205	39	10.7	16.8	13.4
100-249	15,143	15,285	2,674	2,503	3,394	413	16.5	22.2	15.4
250-499	33,493	29,765	6,564	3,947	4,912	799	11.8	16.5	12.2
500-999	54,912	51,412	12,586	7,339	7,548	1,029	13.4	14.7	8.2
1,000-1,499	30,806	26,746	10,612	1,814	3,679	691	5.9	13.8	6.5
1,500-1,999	15,435	12,677	6,468	767	984		5.0	7.8	
2,000 or more	16,784	14,811	6,496	290	429	54	1.7	2.9	0.8
Total	167,691	151,913	45,690	16,780	21,151	3,025	10.0	13.9	6.6

TABLE 135

Number and Per Cent of Georgia High School Pupils Taught Language Arts, Social Studies, and Business Education without Subject Endorsement on Teaching Certificate by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education
99 or fewer	1,382	1,237	400	24	49	192	1.7	4.0	48.0
100-249	19,877	17,179	6,131	2,062	2,554	880	10.4	14.9	14.4
250-499	44,256	38,132	13,806	2,098	3,530	935	4.7	9.3	6.8
500-999	76,566	62,563	26,091	3,983	3,642	570	5.2	5.8	2.2
1,000-1,499	39,395	33,746	11,904	646	1,350	336	1.6	4.0	2.8
1,500-1,999	20,601	16,742	7,026	200	409	69	1.0	2.4	1.0
2,000 or more	21,069	18,264	5,320	156	258	36	0.7	1.4	0.6
Total	223,146	187,863	70,678	9,169	11,792	3,018	4.1	6.3	4.3

TABLE 136
Number and Per Cent of Georgia High School Pupils Taught Industrial Arts, Vocational Subjects, and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.
99 or fewer	33	18	757			202			26.7
100-249	426	102	9,643	170	41	1,934	39.9	40.2	20.0
250-499	1,769	443	19,301	53	173	1,706	3.0	39.1	8.8
500-999	3,723	3,065	36,687	470	390	2,408	12.6	12.7	6.6
1,000-1,499	3,166	1,783	17,805	92	373	1,078	2.9	20.9	6.0
1,500-1,999	1,113	1,236	8,734		68	848		5.5	9.7
2,000 or more	2,192	559	10,639	75	101	67	3.4	18.1	0.6
Total	12,422	7,206	103,566	860	1,146	8,243	6.9	15.9	8.0

TABLE 137
Number and Per Cent of Georgia High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music
99 or fewer	264	289	89		60	18		20.8	20.2
100-249	5,005	6,972	3,784	26	15	372	0.5	0.2	9.8
250-499	7,486	11,730	6,711		70	361		0.6	5.4
500-999	7,540	18,048	14,345		238	263		1.3	1.8
1,000-1,499	458	7,253	8,286		105	25		1.4	0.3
1,500-1,999	103	2,461	2,860						
2,000 or more	253	3,723	3,018		146			3.9	
Total	21,109	50,476	39,093	26	634	1,039	0.1	1.3	2.7

TABLE 138
Per Cent of Classes in Georgia High Schools within Various Class Size Categories, by Size of School

School size (Pupils enrolled)	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
99 or fewer	375	11.2	23.2	28.8	20.0	6.9	5.9	2.1	1.9
100-249	4,308	4.7	14.0	18.8	20.2	20.4	11.9	7.1	2.9
250-499	8,116	2.5	7.5	13.3	19.7	24.5	20.8	8.8	2.9
500-999	13,675	2.3	5.5	11.3	18.1	30.5	21.1	8.1	3.1
1,000-1,499	7,155	2.0	4.7	9.3	19.2	32.6	22.7	6.5	3.0
1,500-1,999	3,337	1.2	3.7	7.3	14.7	30.6	26.5	12.3	3.7
2,000 or more	3,476	1.0	2.3	5.4	13.6	28.9	24.5	19.3	5.0
Total	40,442	2.4	6.4	11.5	18.2	28.2	21.0	9.1	3.2

TABLE 139

Per Cent of Classes in Georgia High Schools within Various Class Size Categories by Subject Area

Subject area	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Language Arts	8,003	0.9	2.7	8.5	19.4	33.5	24.7	9.6	0.7
Mathematics	6,039	1.2	4.0	8.6	18.4	31.5	25.5	10.3	0.5
Science	5,453	0.8	3.4	8.6	18.0	33.5	25.4	9.8	0.5
Social Studies	6,551	0.3	2.2	6.8	17.4	34.1	27.0	11.4	0.8
Foreign Languages	1,865	3.4	9.9	16.1	21.5	27.7	16.0	5.1	0.3
Physical Education	3,360	1.0	4.6	10.2	13.0	19.7	17.2	14.3	20.0
Art	364	1.1	7.1	12.9	21.2	29.4	20.1	8.2	
Business Education	2,862	4.3	10.7	15.8	18.7	24.9	17.3	8.0	0.3
Music	1,255	8.7	9.4	7.7	10.6	11.7	9.6	7.9	34.4
Home Economics	2,325	3.0	15.2	25.7	28.0	19.1	6.4	2.4	0.2
Agriculture	1,126	6.1	28.5	32.9	16.1	9.5	5.7	1.0	0.2
Industrial Arts	860	29.4	28.7	24.7	12.8	3.7	0.7		
Vocational	379	13.5	23.7	26.7	15.3	10.3	5.8	3.4	1.3
Total	40,442	2.4	6.4	11.5	18.2	28.2	21.0	9.1	3.2

TABLE 140

Number and Per Cent of Graduates in Georgia High Schools Entering College

School size (Pupils enrolled)	Number of high schools	Number of graduates			Number of graduates entering college					
		Boys	Girls	Total	Boys	Per cent	Girls	Per cent	Total	Per cent
99 or fewer	12	83	85	168	32	38.6	45	52.9	77	45.8
100-249	104	1,482	1,614	3,096	402	27.1	424	26.3	826	26.7
250-499	114	2,511	2,829	5,340	693	27.6	678	24.0	1,371	25.7
500-999	102	4,480	5,039	9,519	1,349	30.1	1,355	26.9	2,704	28.4
1,000-1,499	29	2,264	2,382	4,646	992	43.8	852	35.8	1,844	39.7
1,500-1,999	11	1,368	1,436	2,804	662	48.4	571	39.8	1,233	43.9
2,000 or more	9	1,216	1,342	2,558	456	37.5	454	33.8	910	35.6
Total	381*	13,404	14,727	28,131	4,586	34.2	4,379	29.7	8,965	31.9

* Data not available for all high schools.

TABLE 141

Number and Per Cent of Kentucky High Schools Grouped by Organizational Pattern and by Size of School

School size (Pupils enrolled)	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
99 or fewer	3	2.3	1	14.3	6	2.9			10	2.8
100-249	47	35.6			57	27.4			104	29.0
250-499	44	33.3	1	14.3	82	39.4			127	35.4
500-999	24	18.2	5	71.4	54	26.0	1	8.3	84	23.4
1,000-1,499	4	3.0			9	4.3	10	83.4	23	6.4
1,500-1,999	3	2.3					1	8.3	4	1.1
2,000 or more	7	5.3							7	1.9
Total	132	100.0	7	100.0	208	100.0	12	100.0	359	100.0

TABLE 142

Pupil Enrollment in Kentucky High Schools Grouped by Size and Grade Organization

School size (Pupils enrolled)	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Total
99 or fewer	238	53	362		653
100-249	8,779		10,012		18,791
250-499	16,172	358	30,972		47,502
500-999	16,221	3,216	36,553	581	56,571
1,000-1,499	4,748		9,731	12,276	26,755
1,500-1,999	5,090			1,411	6,501
2,000 or more	17,770				17,770
Total	69,018	3,627	87,630	14,268	174,543

TABLE 143

College Training of Kentucky High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers							Principals				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	38	3	7.9	28	73.7	7	18.4	10	6	60.0	4	40.0
100-249	805	179	22.2	604	75.1	22	2.7	104	87	80.8	17	19.2
250-499	1,891	450	23.8	1,372	72.6	69	3.6	127	113	88.2	14	11.8
500-999	2,272	573	25.2	1,654	72.8	45	2.0	84	77	91.7	7	8.3
1,000-1,499	1,097	395	36.0	697	63.5	5	0.5	23	23	100.0		
1,500-1,999	240	113	47.1	125	52.1	2	0.8	4	3	75.0	1	25.0
2,000 or more	704	255	36.2	447	63.5	2	0.3	7	7	100.0		
Total	7,047	1,968	27.9	4,927	69.9	152	2.2	359	316	86.9	43	13.1

TABLE 144

College Training of Kentucky High School Librarians and Guidance Counselors by Size of School

School size (Pupils enrolled)	Librarians							Guidance counselors				
	Total Number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total Number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	3			3	100.0							
100-249	41	13	31.7	27	65.8	1	2.5	4	3	75.0	1	25.0
250-499	73	28	38.4	43	58.9	2	2.7	43	42	97.7	1	2.3
500-999	77	29	37.7	46	59.7	2	2.6	52	47	90.4	5	9.6
1,000-1,499	28	14	50.0	14	50.0			31	28	90.3	3	9.7
1,500-1,999	7	5	71.4	2	28.6			9	9	100.0		
2,000 or more	13	10	76.9	3	23.1			24	22	91.7	2	8.3
Total	242	99	40.9	138	57.0	5	2.1	163	151	92.6	12	7.4

TABLE 145

Number and Per Cent of Kentucky High School Teachers Holding Degrees from Kentucky Colleges, by Size of School

School size (Pupils enrolled)	Number of high school teachers	Teachers holding degrees from Kentucky colleges	
		Number	Per cent
99 or fewer	38	38	100.0
100-249	805	717	89.1
250-499	1,891	1,881	99.5
500-999	2,272	2,108	92.8
1,000-1,499	1,097	946	86.2
1,500-1,999	240	197	82.1
2,000 or more	704	539	76.6
Total	7,047	6,426	91.2

TABLE 146

Per Cent of Kentucky High School Teachers by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of teachers with following years of teaching experience:									
		Less than 1 year	2 years	3 years	3 years	4 years	5 years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	38	15.8	13.2	15.8	10.5		5.2	10.5	7.9	7.9	13.2
100-249	805	8.9	9.7	8.0	5.7	7.1	5.6	15.4	14.3	7.2	18.1
250-499	1,891	10.0	8.5	7.2	6.7	5.6	4.4	17.6	13.1	7.4	19.5
500-999	2,272	8.6	9.4	9.0	6.3	6.1	5.1	16.6	11.7	6.8	20.4
1,000-1,499	1,097	9.4	9.1	8.4	5.7	5.7	4.0	17.1	11.3	5.6	23.7
1,500-1,999	240	8.3	5.4	3.3	4.6	5.4	4.2	12.9	15.4	15.4	25.1
2,000 or more	704	10.8	8.7	9.7	7.2	6.4	5.4	12.8	12.4	7.4	19.2
Total	7,047	9.4	9.0	8.2	6.3	6.0	4.8	16.3	12.5	7.2	20.3

TABLE 147

Per Cent of Kentucky High School Principals by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of principals with following years teaching experience: 5 or fewer years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	10		20.0			80.0
100-249	104	10.6	14.4	21.2	10.6	43.2
250-499	127	8.7	12.6	19.7	17.3	41.7
500-999	84	9.5	19.1	19.0	13.1	39.3
1,000-1,499	23	4.3	4.3		26.2	65.2
1,500-1,999	4					100.0
2,000 or more	7			14.3		85.7
Total	359	8.6	13.9	17.9	13.9	45.7

TABLE 148

Sex of Kentucky High School Teachers and Principals, by Size of School

School size (Pupils enrolled)	Teachers					Principals				
	Total number	Men		Women		Total Number	Men		Women	
		Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	38	15	39.5	23	60.5	10	7	70.0	3	30.0
100-249	805	394	48.9	411	51.1	104	93	89.4	11	10.6
250-499	1,891	965	51.0	926	49.0	127	125	98.4	2	1.6
500-999	2,272	1,075	47.3	1,197	52.7	84	83	98.8	1	1.2
1,000-1,499	1,097	476	43.4	621	56.6	23	23	100.0		
1,500-1,999	240	97	40.4	143	59.6	4	4	100.0		
2,000 or more	704	313	44.5	391	55.5	7	7	100.0		
Total	7,047	3,335	47.3	3,712	52.7	359	342	95.3	17	4.7

TABLE 149

Annual Salaries of Kentucky High School Teachers, by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of high school teachers whose salaries fall in following salary ranges: $2,500 or less	$2,501 - 3,000	$3,001 - 3,500	$3,501 - 4,000	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 and above
99 or fewer	38				26.3	44.8	26.3		2.6				
100-249	805	0.9	2.4	0.2	18.8	41.5	18.1	10.4	4.6	2.6	0.4	0.1	
250-499	1,891	0.8	1.9	1.0	19.8	42.3	16.8	8.7	4.9	3.2	0.3	0.2	0.1
500-999	2,272	0.6	1.3	0.6	18.5	40.4	19.4	9.8	5.7	2.4	0.8	0.4	0.1
1,000-1,499	1,097	0.5	0.5	0.1	9.2	33.1	21.7	11.6	8.7	10.8	2.6	0.6	0.6
1,500-1,999	240					7.9	13.3	14.2	17.1	37.9	2.5	2.9	4.2
2,000 or more	704			0.1		10.1	23.4	19.3	20.6	19.6	1.0	1.4	4.5
Total	7,047	0.6	1.3	0.5	15.0	35.7	19.2	10.9	7.7	6.9	1.0	0.5	0.7

TABLE 150

Annual Salaries of Kentucky High School Principals, by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of high school principals whose salaries fall in following salary ranges:													
		$4,000 or less	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 - 8,000	$8,001 - 8,500	$8,501 - 9,000	$9,001 - 9,500	$9,501 - 10,000	$10,001 and above
99 or fewer	10			30.0	10.0	60.0									
100-249	104		3.8	1.0	12.5	36.5	23.1	11.5	5.8	5.8					
250-499	127		0.8		0.8	34.6	18.9	26.7	7.9	7.9	1.6	0.8			
500-999	84				1.2	4.8	15.5	33.3	25.0	10.7	7.1	1.2		1.2	
1,000-1,499	23				4.3				26.1	34.8	8.7	8.7	17.4		
1,500-1,999	4												75.0	25.0	
2,000 or more	7											28.6	71.4		
Total	359		1.4	1.1	4.7	25.6	17.0	20.6	12.0	9.2	2.8	1.7	3.3	0.6	

TABLE 151

Percentage Distribution of Kentucky Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	3	100.0													
100-249	47	14.9	27.7	40.4	12.8	2.1	2.1								
250-499	44	2.3	2.3	29.5	40.9	20.5	4.5								
500-999	24			8.3	16.7	41.7	20.8	12.5							
1,000-1,499	4						50.0		25.0		25.0				
1,500-1,999	3								33.3		33.3	33.4			
2,000 or more	7								14.2			14.3	28.6	14.3	28.6
Total	132	8.3	10.6	25.8	21.1	15.2	7.6	2.3	2.3		1.5	1.5	1.5	0.8	1.5

TABLE 152

Percentage Distribution of Kentucky Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	1	100.0													
100-249															
250-499	1				100.0										
500-999	5					40.0	60.0								
1,000-1,499															
1,500-1,999															
2,000 or more															
Total	7	14.3			14.3	28.6	42.8								

TABLE 153

Percentage Distribution of Kentucky Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	6	33.3	66.7												
100-249	57	5.3	26.3	38.6	17.5	12.3									
250-499	82		1.2	13.4	36.6	35.4	11.0	1.2	1.2						
500-999	54				3.7	20.4	31.4	29.6	13.0	1.9					
1,000-1,400	9							22.3	33.3	33.3	11.1				
1,500-1,999															
2,000 or more															
Total	208	2.4	9.6	15.9	20.2	22.6	12.5	9.1	5.3	1.9	0.5				

TABLE 154

Percentage Distribution of Kentucky Grade 10-12 High Schools, by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249															
250-499															
500-999	1						100.0								
1,000-1,499	10	10.0							30.0	30.0	20.0			10.0	
1,500-1,999	1													100.0	
2,000 or more															
Total	12	8.3					8.3		25.0	25.0	16.7			16.7	

TABLE 155

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Language Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Language Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	10			10.0	20.0	60.0		10.0										
100-249	104				2.9	65.4	22.1	6.7	1.9	1.0								
250-499	127					30.7	47.2	14.2	5.5	1.6	0.8							
500-999	84					15.5	40.4	31.0	8.3	3.6		1.2						
1,000-1,499	23			4.3			34.8	43.6	13.0	4.3								
1,500-1,999	4					25.0		50.0	25.0									
2,000 or more	7							42.8	14.4	42.8								
Total	359			0.6	1.4	35.3	34.8	18.7	5.8	2.8	0.3	0.3						

TABLE 156

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Foreign Languages: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	10	90.0	10.0															
100-249	104	42.3	27.9	24.0	1.9	3.9												
250-499	127	22.0	25.2	32.3	10.2	8.7	0.8	0.8										
500-999	84	3.6	3.6	33.4	11.9	28.6	5.9	10.7		2.3								
1,000-1,499	23				4.4	17.3	13.0	17.3	8.7	8.7	8.7	4.4	4.4	8.7	4.4			
1,500-1,999	4							25.0		50.0			25.0					
2,000 or more	7	14.3							14.3	28.5			14.3	14.3				14.3
Total	359	23.7	18.1	26.2	7.2	12.0	2.5	4.2	0.8	2.2	0.6	0.3	0.8	0.8	0.3			0.3

TABLE 157

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Science, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Science: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	10			60.0	40.0													
100-249	104	1.0	1.0	15.4	55.7	21.1	3.9	1.9										
250-499	127			2.4	29.9	52.0	13.3	1.6	0.8									
500-999	84	1.2		1.2	10.7	46.4	26.2	10.7	3.6									
1,000-1,499	23			4.4		13.0	47.8	26.0	4.4	4.4								
1,500-1,999	4						25.0	50.0	25.0									
2,000 or more	7						14.3	14.3	42.8	28.6								
Total	359	0.6	0.3	7.5	30.4	36.2	15.6	6.1	2.5	0.8								

TABLE 158

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Social Studies, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Social Studies: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	10			20.0	30.0	30.0	20.0											
100-249	104		1.0	1.9	30.8	31.7	19.2	12.5	1.0	1.9								
250-499	127			0.8	10.2	20.4	36.3	22.8	6.3	1.6	1.6							
500-999	84				3.6	11.9	35.7	29.8	15.4	3.6								
1,000-1,499	23		4.4			17.4	26.0	34.8	17.4									
1,500-1,999	4				25.0				50.0	25.0								
2,000 or more	7						28.6		14.3		28.5	14.3	14.3					
Total	359		0.6	1.4	14.5	21.2	29.5	20.8	8.1	2.2	1.1	0.3	0.3					

TABLE 159

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Mathematics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Mathematics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	10		10.0	30.0	60.0													
100-249	104			7.7	22.0	38.6	23.0	7.7		1.0								
250-499	127				3.9	27.6	38.5	27.6	2.4									
500-999	84				1.2	4.8	25.0	50.0	17.8		1.2							
1,000-1,499	23				4.3	4.3	26.1	26.1	34.9	4.3								
1,500-1,999	4						25.0	50.0	25.0									
2,000 or more	7							14.3	28.6	42.8		14.3						
Total	359		0.3	3.1	10.0	22.3	28.0	26.2	8.1	1.4	0.3	0.3						

TABLE 160

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Agriculture, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Agriculture:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	10	100.0																
100-249	104	57.7	2.8		15.4	23.1	1.0											
250-499	127	43.3	1.6	1.6	18.9	34.6												
500-999	84	31.0	1.2	1.2	22.6	44.0												
1,000-1,499	23	43.4	4.4		17.4	34.8												
1,500-1,999	4	75.0						25.0										
2,000 or more	7	100.0																
Total	359	47.7	1.9	0.8	17.5	31.5	0.3	0.3										

TABLE 161

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Business Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Business Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	10	20.0	40.0	10.0	10.0	20.0												
100-249	104	3.9	5.8	9.6	25.0	34.6	16.4	2.8	1.9									
250-499	127		0.8	1.6	14.2	32.2	29.1	15.0	6.3	0.8								
500-999	84				3.6	14.3	27.4	28.6	16.7	5.9	2.3	1.2						
1,000-1,499	23	4.4					13.0	17.4	17.4	8.7	21.7	13.0	4.4					
1,500-1,999	4								50.0	25.0			25.0					
2,000 or more	7							14.3	14.3		42.8	14.3	14.3					
Total	359	1.9	3.1	3.6	13.4	25.4	22.3	14.2	8.6	2.5	2.8	1.4	0.8					

TABLE 162

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Home Economics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Home Economics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	10	30.0	10.0	30.0	30.0													
100-249	104	14.4	1.0	12.5	40.4	29.8	1.9											
250-499	127	5.5		11.8	63.8	18.9												
500-999	84	3.6		14.3	41.6	40.5												
1,000-1,499	23		4.4		47.8	47.8												
1,500-1,999	4				25.0		50.0	25.0										
2,000 or more	7				14.2	28.6	57.2											
Total	359	7.8	0.8	12.0	48.5	28.4	2.2	0.3										

TABLE 163

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Industrial Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	10	80.0		20.0														
100-249	104	77.9	5.8	4.8	7.7	3.8												
250-499	127	55.1	3.1	11.0	20.5	9.5	0.8											
500-999	84	35.7	2.3	15.5	27.4	15.5	1.2	1.2						1.2				
1,000-1,499	23	13.1	8.7	8.7	26.1	8.7	21.7	4.3	8.7									
1,500-1,999	4	25.0				25.0		25.0		25.0								
2,000 or more	7						42.8	14.3	28.6									14.3
Total	359	53.8	3.9	10.0	17.5	8.9	2.8	1.1	1.1	0.3				0.3				0.3

TABLE 164

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in T and I Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in T and I Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	10	100.0																
100-249	104	94.2	3.9	1.9														
250-499	127	85.0	4.7	2.4	3.9	0.8	0.8	1.6				0.8						
500-999	84	72.6	11.9	5.9	3.6	2.4	1.2	2.4										
1,000-1,499	23	56.5		8.7	8.7			8.7	4.4	4.4	4.3							4.3
1,500-1,999	4	50.0	25.0															25.0
2,000 or more	7	57.1	14.3							14.3		14.3						
Total	359	82.5	6.1	3.3	2.8	0.8	0.5	1.7	0.2	0.6	0.3	0.6						0.6

TABLE 165

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Art, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Art:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	10	100.0																
100-249	104	93.2	5.8	1.0														
250-499	127	71.6	20.5	7.9														
500-999	84	50.0	19.0	26.2	3.6	1.2												
1,000-1,499	23	4.3	4.3	65.4	13.0	13.0												
1,500-1,999	4				75.0	25.0												
2,000 or more	7		14.3		71.4	14.3												
Total	359	67.1	13.9	13.4	3.9	1.7												

TABLE 166

Percentage Distribution of Kentucky High Schools, by Number of Course Units Offered in Music, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Music:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	10	60.0	40.0															
100-249	104	38.5	38.5	18.2	3.8	1.0												
250-499	127	16.5	48.8	28.3	4.0	2.4												
500-999	84	2.4	30.9	47.6	15.5	3.6												
1,000-1,499	23		26.1	26.1	30.5	8.7	4.3					4.3						
1,500-1,999	4			25.0		50.0				25.0								
2,000 or more	7				14.3	14.3				28.6	14.2				28.6			
Total	359	19.2	38.4	28.4	8.4	3.3	0.3			0.8	0.3	0.3			0.6			

TABLE 167

Number and Per Cent of Kentucky High School Pupils in Grades 9-12, by Total Number of Course Units Available

Total number of course units offered	Grade 9-12 pupils to whom course units are available	
	Number	Per cent
20 or fewer	2,498	1.7
21-25	4,463	3.0
26-30	13,316	8.8
31-35	20,699	13.8
36-40	27,873	18.5
41-45	21,985	14.6
46-50	15,623	10.4
51-55	16,312	10.8
56-60	8,092	5.4
61-65	5,577	3.7
66-70	2,441	1.6
71-75	3,405	2.3
76-80	4,752	3.1
86-88	3,443	2.3
Total	150,479	100.0

TABLE 168

Percentage Distribution of Kentucky High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

Subject area	Per cent of pupils with following number of course units available:										
	0	1	2	3	4	5	6	7	8	9	10 or more
Language Arts			0.8	0.2	20.1	34.9	27.7	8.9	6.5	0.3	0.6
Social Studies		0.9	0.3	6.9	14.4	32.3	24.3	13.5	2.8	2.4	2.2
Mathematics		0.1	0.6	4.1	13.4	26.5	32.7	16.5	4.5	0.5	1.1
Science	0.6	0.1	3.1	15.7	35.5	23.3	11.9	6.7	3.1		
Foreign Languages	12.2	10.8	23.0	7.7	16.0	4.2	7.7	2.6	6.1	1.4	8.3
Art	44.9	15.0	23.4	11.9	4.8						
Music	8.7	31.7	31.6	14.4	6.1	0.7			3.9	0.6	2.3
Home Economics	4.2	0.8	9.6	45.8	32.4	6.3	0.9				
Agriculture	45.9	1.9	0.8	17.9	32.4	0.2	0.9				
Industrial Arts	37.3	3.9	10.5	21.0	10.5	7.3	2.9	4.0	1.1		1.5
Vocational T and I	72.0	7.9	4.5	3.8	1.0	0.9	3.0	0.9	1.8	0.9	3.3
Business Education	1.1	0.6	1.4	6.6	16.1	20.1	18.3	14.9	4.8	8.7	7.4

TABLE 169

Number and Per Cent of Kentucky High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages
99 or fewer	578	444	20	266	102	20	46.0	23.0	100.0
100-249	14,782	14,861	1,662	2,515	1,456	475	17.0	9.8	28.6
250-499	35,985	35,349	4,854	6,770	1,766	720	18.8	5.0	14.8
500-999	42,304	41,658	9,440	7,447	2,183	748	17.6	5.2	7.9
1,000-1,499	19,346	18,353	6,864	1,848	186	230	9.6	1.0	3.4
1,500-1,999	4,283	3,381	1,556		24			0.7	
2,000 or more	13,702	10,420	3,810	1,658	266	62	12.1	2.6	1.6
Total	130,980	124,466	28,204	20,504	5,983	2,255	15.7	4.8	8.0

TABLE 170

Number and Per Cent of Kentucky High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education
99 or fewer	768	658	144	176	137		22.9	20.8	
100-249	20,334	16,584	7,641	746	879	144	3.7	5.3	1.9
250-499	51,214	38,202	18,673	1,938	1,477	116	3.8	3.9	0.6
500-999	61,394	45,543	23,689	1,978	1,395	673	3.2	3.1	2.8
1,000-1,499	27,361	19,960	12,107	491	507	111	1.8	2.5	0.9
1,500-1,999	4,478	7,509	2,009	58	155		1.3	2.1	
2,000 or more	14,545	20,562	5,366		465			2.3	
Total	180,094	149,018	69,629	5,387	5,015	1,044	3.0	3.4	1.5

TABLE 171

Number and Per Cent of Kentucky High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.
99 or fewer	52		402	14		24	26.9		6.0
100-249	1,008	44	11,640	21		558	2.1		4.8
250-499	4,701	98	23,903		14	1,092		14.3	4.6
500-999	6,005	420	26,841	63	183	1,026	1.0	43.6	3.8
1,000-1,499	3,759	1,298	11,380						
1,500-1,999	1,392	1,071	2,432						
2,000 or more	11,613	229	7,448		48	412		21.0	5.5
Total	21,530	3,160	84,046	98	245	3,112	0.5	7.8	3.7

* Includes distributive education, trades and industries, day trades, and diversified occupations.

TABLE 172

Number and Per Cent of Kentucky High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music
99 or fewer		242	261						
100-249	2,392	5,067	5,114	7	31	36	0.3	0.6	0.7
250-499	5,053	10,837	9,091	25		437	0.5		4.8
500-999	4,976	10,746	11,894	45		143	0.9		1.2
1,000-1,499	1,092	4,622	5,507						
1,500-1,999		1,195	1,656						
2,000 or more	46	2,968	4,763						
Total	13,559	35,677	38,286	77	31	616	0.6	0.1	1.6

TABLE 173

Per Cent of Classes in Kentucky High Schools within Various Class Size Categories, by Size of School

School size (Pupils enrolled)	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
99 or fewer	210	18.1	34.8	21.0	13.3	6.2	4.3	0.4	1.9
100-249	4,466	7.6	17.6	18.7	18.6	16.6	11.3	5.2	4.4
250-499	9,525	4.4	10.6	14.0	18.8	24.7	18.9	5.8	2.8
500-999	11,030	2.5	7.2	11.9	19.9	31.4	20.7	4.2	2.2
1,000-1,499	5,038	2.7	5.3	10.2	18.4	36.8	20.2	3.2	3.2
1,500-1,999	1,182	0.6	4.0	11.8	18.8	36.8	24.4	1.5	2.1
2,000 or more	3,340	1.3	4.4	9.0	16.4	35.1	27.6	2.8	3.4
Total	34,791	3.6	9.0	12.9	18.8	28.8	19.6	4.4	2.9

TABLE 174

Per Cent of Classes in Kentucky High Schools within Various Class Size Categories, by Subject Area

Subject area	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Language Arts	6,632	1.1	3.7	8.7	21.0	35.4	24.3	4.5	1.3
Mathematics	4,912	2.9	5.7	9.7	17.1	33.5	24.6	5.0	1.5
Science	4,575	1.7	4.9	8.1	18.0	35.2	25.9	4.4	1.8
Social Studies	5,304	0.7	3.4	7.0	17.3	35.8	27.5	5.7	2.6
Foreign Languages	1,310	8.9	13.7	19.3	23.6	24.4	9.0	1.0	0.1
Physical Education	3,008	2.8	8.0	11.3	14.7	26.8	18.6	8.7	9.1
Music	1,329	9.9	12.0	11.7	11.2	15.9	9.9	5.6	23.8
Art	547	5.8	11.2	17.5	25.2	23.8	13.7	2.4	0.4
Business Education	2,943	4.6	12.1	16.4	22.1	25.9	14.6	3.6	0.7
Home Economics	2,057	9.2	29.0	33.0	22.8	4.8	1.0	0.1	0.1
Agriculture	865	15.1	38.2	29.4	11.3	5.1	0.5	0.2	0.2
Industrial Arts	1,106	5.7	20.3	31.9	26.4	12.7	2.5		0.5
Vocational	203	24.1	20.7	37.9	9.9	6.9	0.5		
Total	34,791	3.6	9.0	12.9	18.8	28.8	19.6	4.4	2.9

TABLE 175

Number and Per Cent of Kentucky High School Graduates Entering College

School size (Pupils enrolled)	Number of high schools	Number of graduates	Graduates entering college	Per cent
99 or fewer	10	88	20	22.7
100-249	104	2,525	655	25.9
250-499	127	6,390	1,837	28.7
500-999	84	7,415	2,551	34.4
1,000-1,499	23	4,253	1,922	45.2
1,500-1,999	4	804	314	39.0
2,000 or more	7	1,825	745	40.8
Total	359	23,300	8,044	34.5

TABLE 176

Number and Per Cent of Louisiana High Schools Grouped by Organizational Pattern and by Size of School

School size (Pupils enrolled)	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
99 or fewer	55	13.5							55	11.0
100-249	169	41.5			1	2.0			170	33.9
250-499	118	29.0	12	54.6	14	28.6	2	8.7	146	29.1
500-999	55	13.5	7	31.8	20	40.8	8	34.8	90	18.0
1,000-1,499	8	2.0	3	13.6	9	18.4	6	26.1	26	5.2
1,500-1,999	1	0.3			4	8.2	7	30.4	12	2.4
2,000 or more					1	2.0			2	0.4
Total	407	100.0	22	100.0	49	100.0	23	100.0	501	100.0

TABLE 177

Pupil Enrollment in Louisiana High Schools Grouped by Size and Grade Organization

School size (Pupils enrolled)	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Total
99 or fewer	3,961				3,961
100-249	28,098		226		28,324
250-499	40,814	4,665	5,744	813	52,036
500-999	36,183	4,918	14,107	6,448	61,656
1,000-1,499	9,023	3,393	11,467	7,801	31,684
1,500-1,999	1,670		9,067	11,988	22,725
2,000 or more	2,071		3,106		5,177
Total	121,820	12,976	43,717	27,050	205,563

TABLE 178

College Training of Louisiana High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers							Principals				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	297	75	25.3	212	71.4	10	3.3	55	47	81.8	8	18.2
100-249	1,620	440	27.2	1,130	69.8	50	3.0	170	139	81.8	31	18.2
250-499	2,431	621	25.5	1,739	71.5	71	3.0	146	128	87.0	18	13.0
500-999	2,614	715	27.4	1,851	70.8	48	1.8	90	83	92.2	7	7.8
1,000-1,499	1,295	426	32.9	858	66.3	11	0.8	26	24	92.3	2	7.7
1,500-1,999	881	312	35.4	553	62.8	16	1.8	12	12	100.0		
2,000 or more	161	56	34.8	103	64.0	2	1.2	2	2	100.0		
Total	9,299	2,645	28.4	6,446	69.3	208	2.3	501	435	86.2	66	13.8

TABLE 179

College Training of Louisiana High School Librarians and Guidance Counselors by Size of School

School size (Pupils enrolled)	Librarians							Guidance counselors				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	16	4	25.0	12	75.0			2	1	50.0	1	50.0
100-249	68	20	29.4	47	69.1	1	1.5	15	11	73.3	4	26.7
250-499	78	20	25.6	55	70.5	3	3.9	26	17	65.4	9	34.6
500-999	35	10	28.6	25	71.4			29	22	75.9	7	24.1
1,000-1,499	17	4	23.5	13	76.5			18	12	66.7	6	33.3
1,500-1,999	15	6	40.0	9	60.0			21	18	85.7	3	14.3
2,000 or more	2			2	100.0			1	1	100.0		
Total	231	64	27.7	163	70.6	4	1.7	112	82	73.2	30	26.8

TABLE 180

Number and Per Cent of Louisiana High School Teachers Holding Degrees from Louisiana Colleges, by Size of School

School size (Pupils enrolled)	Number of high school teachers	Teachers holding degrees from Louisiana Colleges	
		Number	Per cent
99 or fewer	297	276	92.9
100-249	1,620	1,424	87.9
250-499	2,431	2,117	87.1
500-999	2,614	2,329	89.1
1,000-1,499	1,295	1,135	87.6
1,500-1,999	881	699	79.3
2,000 or more	161	144	89.4
Total	9,299	8,124	87.4

TABLE 181

Per Cent of Louisiana High School Teachers by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of teachers with following years of teaching experience:								
		Less than 2 years	2 years	3 years	4 years	5 years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	297	6.7	5.4	5.4	4.0	4.7	19.2	20.2	14.5	19.9
100-249	1,620	6.2	6.4	5.0	6.4	5.3	21.1	16.8	12.2	20.6
250-499	2,431	8.0	6.9	5.2	6.1	5.8	21.8	17.2	10.1	18.9
500-999	2,614	6.9	6.4	5.8	5.9	5.7	21.5	19.6	10.5	17.7
1,000-1,499	1,295	7.3	7.8	6.4	5.7	6.3	20.6	17.5	9.6	18.8
1,500-1,999	881	7.9	6.6	6.2	6.0	5.2	20.[illegible]	13.8	7.5	26.3
2,000 or more	161	8.1	7.5	5.6	7.5	6.8	[illegible]	15.5	7.5	25.5
Total	9,299	7.2	6.7	5.6	6.0	5.7	21.2	17.6	10.3	19.7

TABLE 182

Per Cent of Louisiana High School Principals by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of principals with following years teaching experience:				
		5 or fewer years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	55	3.6	14.5	16.4	16.4	49.1
100-249	170	0.6	5.9	24.7	16.5	52.3
250-499	146		2.7	23.3	17.1	56.9
500-999	90		1.1	11.1	11.1	76.7
1,000-1,499	26			7.7	26.9	65.4
1,500-1,999	12			8.3	16.7	75.0
2,000 or more	2					100.0
Total	501	0.6	4.6	19.6	16.2	59.0

TABLE 183

Sex of Louisiana High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers					Principals				
	Total number	Men		Women		Total number	Men		Women	
		Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	297	132	44.4	165	55.6	55	52	94.5	3	5.5
100-249	1,620	790	48.8	830	51.2	170	164	96.5	6	3.5
250-499	2,431	1,195	49.2	1,236	50.8	146	136	93.2	10	6.8
500-999	2,614	1,238	47.4	1,376	52.6	90	87	96.7	3	3.3
1,000-1,499	1,295	585	45.2	710	54.8	26	25	96.2	1	3.8
1,500-1,999	881	384	43.6	497	56.4	12	12	100.0		
2,000 or more	161	59	36.6	102	63.4	2	2	100.0		
Total	9,299	4,383	47.1	4,916	52.9	501	488	95.4	23	4.6

TABLE 184

Annual Salaries of Louisiana High School Teachers, by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of high school teachers whose salaries fall in following salary ranges:											
		$2,500 or less	$2,501 - 3,000	$3,001 - 3,500	$3,501 - 4,000	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 and above
99 or fewer	297	0.7		4.7	10.8	9.4	12.3	7.1	31.0	12.8	3.4	3.4	4.4
100-249	1,620	0.4	0.5	6.8	12.4	9.6	11.0	8.0	24.3	14.3	3.6	4.8	4.3
250-499	2,431	0.4	0.5	7.7	14.6	11.2	10.7	8.6	23.2	13.3	4.6	2.4	2.8
500-999	2,614	0.2	0.2	6.9	15.8	10.5	11.3	9.2	22.6	13.0	5.6	1.8	2.9
1,00-1,499	1,295	0.2	0.2	3.1	17.7	12.7	9.7	9.4	17.9	12.1	11.4	2.5	3.1
1,500-1,999	881			1.6	23.7	11.8	8.1	10.3	18.7	5.6	15.9	1.9	2.4
2,000 or more	161		0.6	7.5	16.1	9.9	10.6	7.5	19.8	5.6	17.4	2.5	2.5
Total	9,299	0.3	0.3	6.1	15.8	10.9	10.6	8.9	22.1	12.3	6.9	2.7	3.1

TABLE 185

Annual Salaries of Louisiana High School Principals, by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of high school principals whose salaries fall in following salary ranges:													
		$4,000 or less	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 - 8,000	$8,001 - 8,500	$8,501 - 9,000	$9,001 - 9,500	$9,501 - 10,000	$10,001 and above
99 or fewer	55					3.6	5.5	5.5	12.7	27.3	10.9	23.6	9.1	1.8	
100-249	170						2.4	4.7	8.8	12.9	17.1	33.5	17.6	2.4	0.6
250-499	146		0.7				1.4	4.1	8.2	14.4	13.7	30.8	15.8	8.9	2.0
500-999	90				1.1			2.2	4.5	5.6	11.1	24.4	23.3	10.0	17.8
1,000-1,499	26									3.8			30.8	11.6	53.8
1,500-1,999	12												16.7	25.0	58.3
2,000 or more	2											50.0			50.0
Total	501		0.2		0.2	0.4	1.8	3.8	7.6	12.6	13.0	27.7	17.7	6.6	8.4

TABLE 186

Percentage Distribution of Louisiana Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	55	3.6	12.7	25.5	43.7	14.5									
100-249	169	0.6	10.7	36.1	16.6	33.0	3.0								
250-499	118		11.9	16.9	25.4	29.7	14.4	1.7							
500-999	55		5.5	10.9	23.6	25.5	23.6	7.3	3.6						
1,000-1,499	8			37.5		12.5			25.0	12.5		12.5			
1,500-1,999	1								100.0						
2,000 or more	1						100.0								
Total	407	0.7	10.3	25.7	23.3	28.1	8.8	1.5	1.2	0.2		0.2			

TABLE 187

Percentage Distribution of Louisiana Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249															
250-499	12				50.0	16.7	25.0					8.3			
500-999	7			28.6		28.6	14.3	14.2	14.3						
1,000-1,499	3					33.3				33.4		33.3			
1,500-1,999															
2,000 or more															
Total	22			9.1	27.3	22.7	18.3	4.5	4.5	4.5		9.1			

TABLE 188

Percentage Distribution of Louisiana Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges: 20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249	1					100.0									
250-499	14		14.3		14.3	28.6	28.5	14.3							
500-999	20				5.0	15.0	10.0	30.0	25.0	5.0	5.0		5.0		
1,000-1,499	9					11.1	44.5		11.1	11.1		11.1		11.1	
1,500-1,999	4								25.0	25.0					50.0
2,000 or more	1											100.0			
Total	49		4.1		6.1	18.4	20.5	16.3	14.3	6.1	2.0	4.1	2.0	2.0	4.1

TABLE 189

Percentage Distribution of Louisiana Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges: 20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249															
250-499	2			50.0						50.0					
500-999	8					12.5	25.0	37.5	25.0						
1,000-1,499	6						16.7	16.7			33.2	16.7		16.7	
1,500-1,999	7								14.3			14.3	14.3	14.3	42.8
2,000 or more															
Total	23			4.3		4.3	13.1	17.4	13.1	4.3	8.7	8.7	4.3	8.7	13.1

TABLE 190

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Language Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Language Arts: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	55					58.2	27.3	12.7		1.8								
100-249	170				0.6	81.7	13.0	3.5	1.2									
250-499	146				2.1	63.0	26.0	8.2	0.7									
500-999	90				1.1	35.6	33.3	17.8	8.9	1.1	1.1	1.1						
1,000-1,499	26					7.7	26.9	15.4	23.1	15.4	11.5							
1,500-1,999	12						8.3	8.3	16.7	41.7	25.0							
2,000 or more	2							50.0			50.0							
Total	501				1.0	59.2	22.6	9.4	3.8	2.2	1.6	0.2						

TABLE 191

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Foreign Languages:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	55	87.3	7.3	3.6	1.8													
100-249	170	78.2	5.9	11.2	4.1	0.6												
250-499	146	47.3	17.8	24.6	4.1	3.4	0.7	0.7	0.7								0.7	
500-999	90	24.5	11.1	37.8	2.2	13.3	2.2	6.7			2.2							
1,000-1,499	26	3.8		23.1	11.5	11.5	3.8	19.4	3.8	11.5		3.8				7.8		
1,500-1,999	12					8.3	8.3	16.7	25.1	8.3	16.7			8.3		8.3		
2,000 or more	2				50.0								50.0					
Total	501	54.5	10.0	19.4	4.0	4.4	1.0	2.7	1.0	0.8	0.8	0.2	0.2	0.2		0.6	0.2	

TABLE 192

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Science, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Science:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	55			3.6	23.6	38.2	18.2	14.6	1.8									
100-249	170		0.6	5.9	43.5	21.8	27.0	1.2										
250-499	146			3.4	35.6	41.8	17.8	1.4										
500-999	90	1.1		2.2	23.4	70.0	1.1		2.2									
1,000-1,499	26				11.5	88.5												
1,500-1,999	12					100.0												
2,000 or more	2					50.0	50.0											
Total	501	0.2	0.2	3.8	32.5	43.7	16.6	2.4	0.6									

TABLE 193

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Social Studies, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Social Studies:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	55			7.3	14.6	27.2	23.6	14.6	7.3	3.6	1.8							
100-249	170		0.6	10.6	32.3	30.6	17.0	6.5	0.6	1.8								
250-499	146			14.4	34.2	39.7	6.2	4.1	1.4									
500-999	90	1.1		5.6	23.4	47.8	15.5	4.4	1.1		1.1							
1,000-1,499	26				15.4	30.8	50.0	3.8										
1,500-1,999	12					8.3	58.4	25.0		8.3								
2,000 or more	2						50.0	50.0										
Total	501	0.2	0.2	9.6	27.5	35.3	17.2	6.8	1.6	1.2	0.4							

TABLE 194

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Mathematics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Mathematics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	55				9.1	18.2	21.8	27.2	12.7	5.5	5.5							
100-249	170			1.2	12.9	27.6	22.5	19.4	12.9	2.9	0.6							
250-499	146			0.7	14.4	19.2	37.6	23.3	3.4	0.7		0.7						
500-999	90			2.2	4.4	17.9	30.0	40.0	4.4			1.1						
1,000-1,499	26				3.8	3.8	19.3	57.8	11.5	3.8								
1,500-1,999	12						16.7	41.6	25.0	16.7								
2,000 or more	2							50.0	50.0									
Total	501			1.0	10.6	20.4	27.7	27.7	9.0	2.4	0.8	0.4						

TABLE 195

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Agriculture, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Agriculture:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	55	47.3	3.6	1.8		36.4	7.3	3.6										
100-249	170	35.3		0.6	1.2	51.2	10.0	1.7										
250-499	146	42.5		0.7	2.7	50.7	3.4											
500-999	90	42.3	1.1	1.1	2.2	51.1	2.2											
1,000-1,499	26	88.5				7.7	3.8											
1,500-1,999	12	75.1		8.3	8.3			8.3										
2,000 or more	2	100.0																
Total	501	43.9	0.6	1.0	1.8	45.7	5.8	1.2										

TABLE 196

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Business Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Business Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	55	3.6	20.0	16.4	25.5	9.1	12.7	7.3	3.6	1.8								
100-249	170	13.0	4.7	15.3	25.9	18.8	10.6	7.6	3.5	0.6								
250-499	146	9.6	2.0	11.6	28.8	30.1	11.0	6.2	0.7									
500-999	90	6.7	2.2	3.3	25.6	27.8	18.9	11.1	3.3	1.1								
1,000-1,499	26		3.8	11.6		26.9	26.9	15.4	11.6							3.8		
1,500-1,999	12					8.3	33.3		33.3	16.8		8.3						
2,000 or more	2					50.0	50.0											
Total	501	8.8	5.0	11.6	24.5	22.9	14.0	8.0	3.8	1.0		0.2				0.2		

TABLE 197

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Home Economics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Home Economics: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	55	18.2		1.8		45.5	20.0	14.5										
100-249	170		0.6	0.6	5.3	69.4	21.2	2.9										
250-499	146	0.7		2.0	10.3	74.0	13.0											
500-999	90	2.2	1.1	3.3	8.9	66.7	15.5	2.3										
1,000-1,499	26			7.7	3.9	76.9	11.5											
1,500-1,999	12			8.3	8.3	66.8	8.3	8.3										
2,000 or more	2					100.0												
Total	501	2.6	0.4	2.2	6.8	68.0	16.8	3.2										

TABLE 198

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Industrial Arts: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	55	85.5		3.6	1.8	5.5	1.8	1.8										
100-249	170	82.9	1.8	1.8	2.9	10.0	0.6											
250-499	146	51.4	3.4	3.4	5.5	33.6	2.0	0.7										
500-999	90	24.5	4.4	11.1	10.0	44.5	3.3	1.1	1.1									
1,000-1,499	26	7.7	3.8	3.8	11.5	42.3	19.2	3.9		3.9								3.9
1,500-1,999	12	16.7			8.3	16.7	16.7			16.7				8.3	8.3			8.3
2,000 or more	2					50.0	50.0											
Total	501	57.7	2.6	4.2	5.4	24.6	3.2	0.8	0.2	0.6				0.2	0.2			0.3

TABLE 199

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in T and I Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in T and I Education: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	55	100.0																
100-249	170	92.4		0.6		0.6		6.4										
250-499	146	82.1		1.4		5.5		7.5		0.7			0.7	1.4				0.7
500-999	90	73.3		5.6		12.2		7.8		1.1								
1,000-1,499	26	65.5		7.7		7.7		7.7		3.8				3.8		3.8		
1,500-1,999	12	50.0		8.3		8.3								8.4				25.0
2,000 or more	2				50.0			50.0										
Total	501	84.0		2.2	0.2	4.6		6.4		0.6			0.2	0.8		0.2		0.8

TABLE 200

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Art, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Art:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	55	100.0																
100-249	170	100.0																
250-499	146	94.5	2.7	0.7	1.4	0.7												
500-999	90	76.6	5.6	7.8	2.2	6.7	1.1											
1,000-1,499	26	42.4	3.8	11.5	7.7	34.6												
1,500-1,999	12		8.3	8.3	25.0	50.0	8.4											
2,000 or more	2			50.0		50.0												
Total	501	88.4	2.2	2.6	1.8	4.6	0.4											

TABLE 201

Percentage Distribution of Louisiana High Schools, by Number of Course Units Offered in Music, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Music:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	55	51.0	23.6	21.8		3.6												
100-249	170	29.4	27.1	22.9	3.5	13.5	2.4			1.2								
250-499	146	6.8	17.8	13.0	5.5	39.1	5.5	6.8	0.7	4.8								
500-999	90	2.2	15.6	10.0	5.6	32.2	6.7	10.0	3.3	11.1	1.1			2.2				
1,000-1,499	26		3.8	3.8	3.8	42.6	3.8	11.5	3.8	26.9								
1,500-1,999	12				16.7	25.0				50.0				8.3				
2,000 or more	2					50.0			50.0									
Total	501	18.0	20.0	16.0	4.4	25.0	3.8	4.4	1.2	6.4	0.2			0.6				

TABLE 202

Number and Per Cent of Louisiana High School Pupils in Grades 9-12, by Total Number of Course Units Available

Total number of course units offered	Grade 9-12 pupils to whom course units are available	
	Number	Per cent
20 or fewer	229	0.1
21-25	7,055	4.6
26-30	16,629	10.8
31-35	21,521	14.0
36-40	25,876	16.8
41-45	23,545	15.2
46-50	11,610	7.5
51-55	14,244	9.2
56-60	5,851	3.8
61-65	3,647	2.3
66-70	8,425	5.5
71-75	2,196	1.4
76-80	4,496	2.9
81-85	1,790	1.2
86-90	1,816	1.2
95	1,939	1.3
100	1,669	1.1
113	1,689	1.1
Total	154,227	100.0

TABLE 203

Percentage Distribution of Louisiana High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

Subject area	Per cent of pupils with following number of course units available:										
	0	1	2	3	4	5	6	7	8	9	10 or more
Language Arts				0.5	34.2	24.3	13.5	9.9	9.8	7.4	0.4
Social Studies	0.1	0.1	5.8	21.0	36.6	26.3	7.5	0.7	1.5	0.4	
Mathematics			0.7	5.9	13.2	26.4	39.5	9.9	3.8	0.1	0.5
Science	0.1	0.1	2.0	21.2	68.2	7.1	0.6	0.7			
Foreign Languages	26.4	7.9	22.5	4.3	9.9	2.5	9.5	4.4	3.4	3.1	6.1
Art	63.1	3.9	7.6	6.6	17.2	1.6					
Music	6.1	11.6	9.3	5.7	32.4	4.0	7.3	3.9	16.8	0.6	2.3
Home Economics	0.8	0.5	3.7	7.4	70.2	15.1	2.3				
Agriculture	56.5	0.3	1.7	2.9	34.5	2.8	1.3				
Industrial Arts	31.9	2.5	5.3	9.4	32.5	9.4	1.4	0.4	2.9		4.3
Vocational T and I	70.1		5.5		8.0		8.4		1.4		6.6
Business Education	5.3	2.3	7.1	17.1	26.3	20.2	8.8	8.3	2.7		1.9

TABLE 204

Number and Per Cent of Louisiana High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages
99 or fewer	3,365	2,933	69	508	681	13	15.1	23.2	18.8
100-249	23,387	21,571	652	1,765	3,063	39	7.5	14.2	6.0
250-499	42,113	40,235	2,899	2,258	4,096	234	5.4	1.0	8.1
500-999	48,666	45,458	7,717	996	2,258	511	2.0	4.9	6.6
1,000-1,499	24,935	22,827	6,064	852	258	252	3.4	1.1	4.2
1,500-1,999	12,444	12,853	5,769	1,230	749	287	9.9	5.8	5.0
2,000 or more	3,147	3,356	908	145	465		4.6	1.4	
Total	158,057	149,232	24.078	7,754	11,570	1,336	4.9	7.8	5.5

TABLE 205

Number and Per Cent of Louisiana High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education
99 or fewer	4,752	3,100	1,145	417	444	104	8.8	14.3	9.1
100-249	34,442	23,584	7,586	2,307	1,200	144	6.7	5.1	1.9
250-499	61,945	38,798	13,192	3,040	1,951	189	4.9	5.0	1.4
500-999	69,265	46,331	18,012	2,341	1,214	325	3.4	2.6	1.8
1,000-1,499	34,943	22,741	9,988	790	119	15	2.3	0.5	0.2
1,500-1,999	21,030	15,427	10,959	1,140	670	584	5.4	4.3	5.3
2,000 or more	4,651	2,958	1,630	65	378	40	1.4	12.8	2.5
Total	231,028	152,939	62,512	10,064	5,976	1,401	4.4	3.9	2.2

TABLE 206

Number and Per Cent of Louisiana High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.
99 or fewer	152	23	3,759			691			18.4
100-249	1,784	315	26,504	23		2,984	1.3		11.3
250-499	6,129	612	45,627	56	39	2,808	0.9	6.4	6.2
500-999	7,940	1,492	53,798		117	1,387		7.8	2.6
1,000-1,499	4,389	690	27,894	179	76	746	4.1	11.0	2.7
1,500-1,999	3,489	2,148	18,478		108	366		5.0	2.0
2,000 or more	730	28	3,567			435			12.2
Total	24,613	5,308	179,627	258	340	9,417	1.0	6.4	5.2

* Includes distributive education, trades and industries, day trades, and diversified occupations.

TABLE 207

Number and Per Cent of Louisiana High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music
99 or fewer	682	1,265	1,113		19	27		1.5	2.4
100-249	5,315	9,201	8,113	133	212	690	2.5	2.3	8.5
250-499	6,269	13,941	18,751	59	39	535	0.9	0.3	2.9
500-999	5,327	15,184	20,313		237	921		1.6	4.5
1,000-1,499	233	6,046	5,796		99			1.6	
1,500-1,999	233	3,499	3,186						
2,000 or more	165	751	1,163						
Total	18,224	49,887	58,425	192	606	2,173	1.1	1.2	3.7

TABLE 208

Per Cent of Classes in Louisiana High Schools within Various Class Size Categories by Size of School

School size (Pupils enrolled)	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
99 or fewer	1,493	29.9	26.0	24.2	12.8	3.9	1.5	1.1	0.6
100-249	7,710	11.3	16.9	21.9	21.5	13.6	9.2	3.0	2.6
250-499	11,625	4.6	9.8	14.5	21.5	24.7	15.1	4.8	5.0
500-999	12,554	2.2	5.7	11.8	18.6	30.5	19.1	6.6	5.5
1,000-1,499	6,087	1.8	3.4	9.0	18.8	38.1	21.4	2.6	4.9
1,500-1,999	4,066	1.5	2.1	7.4	18.4	47.9	16.0	3.2	3.5
2,000 or more	785	0.5	1.8	6.9	15.0	37.9	22.9	6.6	8.4
Total	44,320	5.2	8.7	13.8	19.6	27.9	15.9	4.4	4.5

TABLE 209

Per Cent of Classes in Louisiana High Schools within Various Class Size Categories by Subject Area

Subject area	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Language Arts	8,771	1.5	4.8	11.9	21.9	34.8	18.7	4.5	1.9
Mathematics	6,121	4.3	5.5	11.1	20.5	33.2	19.2	4.4	1.8
Science	5,658	2.3	5.1	10.9	20.6	34.6	20.0	4.4	2.1
Social Studies	5,690	1.9	4.3	10.5	19.9	36.4	20.5	4.6	1.9
Foreign Languages	1,065	8.2	12.0	15.3	24.3	25.8	11.9	1.8	0.7
Physical Education	6,253	3.3	7.4	13.3	17.1	19.8	15.1	8.6	15.4
Music	2,064	12.2	9.5	12.3	12.4	14.3	9.9	7.0	22.4
Art	412	5.6	8.7	16.3	17.7	29.1	14.8	2.7	5.1
Business Education	2,866	9.4	14.7	17.1	20.0	26.2	11.5	0.8	0.3
Home Economics	2,718	13.3	23.8	26.4	20.1	10.9	3.9	1.1	0.5
Agriculture	1,120	24.6	28.4	21.3	11.7	8.4	3.6	1.0	1.0
Industrial Arts	1,273	10.7	21.7	26.5	20.9	12.9	5.2	1.3	0.8
Vocational	309	17.5	26.5	26.5	16.6	8.1	4.2		0.6
Total	44,320	5.2	8.7	13.8	19.6	28.0	15.8	4.4	4.5

TABLE 210

Number and Per Cent of Louisiana High School Graduates Entering College

School size (Pupils enrolled)	Number high schools	Number of graduates	Graduates entering college	Per cent
99 or fewer	55	561	203	36.2
100-249	170	3,348	1,190	35.5
250-499	146	5,916	2,382	40.3
500-999	90	7,960	3,457	43.4
1,000-1,499	26	4,571	2,556	55.9
1,500-1,999	12	4,587	2,338	51.0
2,000 or more	2	1,069	684	64.0
Total	501	28,012	12,810	45.7

TABLE 211

Number and Per Cent of Mississippi High Schools Grouped by Organizational Pattern and by Size of School

School size (Pupils enrolled)	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
99 or fewer	14	3.8	1	7.1	1	3.0			16	3.7
100-249	127	34.8	6	42.9	3	9.1			136	31.8
250-499	147	40.3	2	14.3	10	30.3	7	43.7	166	38.8
500-999	66	18.1	5	35.7	16	48.5	7	43.8	94	22.0
1,000-1,499	8	2.2			3	9.1	2	12.5	13	3.0
1,500-1,999	3	0.8							3	0.7
2,000 or more*										
Total	365	100.0	14	100.0	33	100.0	16	100.0	428	100.0

* No schools in this size range.

TABLE 212

Pupil Enrollment in Mississippi High Schools Grouped by Size and Grade Organization

School size (Pupils enrolled)	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Total
99 or fewer	1,154	97	80		1,331
100-249	22,956	896	582		24,434
250-499	51,943	851	4,022	2,789	59,605
500-999	43,160	2,847	11,246	4,883	62,136
1,000-1,499	9,437		5,551	2,395	17,383
1,500-1,999	5,113				5,113
2,000 or more					
Total	133,763	4,691	21,481	10,067	170,002

TABLE 213

College Training of Mississippi High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers							Principals				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	101	18	17.8	79	78.2	4	4.0	16	10	62.5	6	37.5
100-249	1,320	305	23.1	970	73.5	45	3.4	136	111	81.6	25	18.4
250-499	2,670	551	20.6	2,037	76.3	82	3.1	166	132	79.5	34	20.5
500-999	2,606	602	23.1	1,932	74.1	72	2.8	94	77	81.9	17	18.1
1,000-1,499	618	148	23.9	464	75.1	6	1.0	13	12	92.3	1	7.7
1,500-1,999	197	32	16.2	162	82.2	3	1.6	3	3	100.0		
2,000 or more												
Total	7,512	1,656	22.0	5,644	75.1	212	2.9	428	345	80.6	83	19.4

TABLE 214

College Training of Mississippi High School Librarians and Guidance Counselors by Size of School

School size (Pupils enrolled)	Librarians							Guidance counselors				
	Total	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total	Master's degree or above		Bachelor's degree	
	Number	Number	Per cent	Number	Per cent	Number	Per cent	number	Number	Per cent	Number	Per cent
99 or fewer	9	2	22.2	7	77.8			1	1	100.0		
100-249	84	17	20.2	65	77.4	2	2.4	11	9	81.8	2	18.2
250-499	147	28	19.0	116	78.9	3	2.1	45	33	73.3	12	26.7
500-999	94	27	28.7	65	69.2	2	2.1	71	59	83.1	12	16.9
1,000-1,499	14	1	7.1	13	92.9			20	14	70.0	6	30.0
1,500-1,999	3	3	100.0					9	6	66.7	3	33.3
2,000 or more												
Total	351	78	22.2	266	75.8	7	2.0	157	122	77.7	35	22.3

TABLE 215

Per Cent of Mississippi High School Teachers by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of teachers with following years of teaching experience:									
		Less than 1 year	1 year	2 years	3 years	4 years	5 years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	101	10.9	9.9	5.0	3.0	5.9	7.9	22.8	9.9	7.9	16.8
100-249	1,320	9.8	7.6	6.6	6.6	5.1	4.0	17.7	15.8	10.2	16.7
250-499	2,670	11.0	7.3	6.1	6.1	5.2	5.5	18.1	14.7	8.2	17.8
500-999	2,606	11.7	9.1	7.7	6.8	4.8	5.2	16.8	13.6	8.0	16.3
1,000-1,499	618	13.1	10.5	9.5	7.4	6.1	4.0	17.0	13.1	5.5	13.8
1,500-1,999	197	14.7	6.1	6.6	8.1	6.6	5.1	24.4	13.2	5.6	9.6
2,000 or more											
Total	7,512	11.3	8.3	7.0	6.5	5.2	5.0	17.7	14.3	8.2	16.5

TABLE 216

Sex of Mississippi High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers					Principals				
	Total	Men		Women		Total	Men		Women	
	number	Number	Per cent	Number	Per cent	Number	Number	Per cent	Number	Per cent
99 or fewer	101	53	52.5	48	47.5	16	16	100.0		
100-249	1,320	698	52.9	622	47.1	136	135	99.3	1	0.7
250-499	2,670	1,332	49.9	1,338	50.1	166	157	94.6	9	5.4
500-999	2,606	1,228	47.1	1,378	52.9	94	93	98.9	1	1.1
1,000-1,499	618	274	44.3	344	55.7	13	13	100.0		
1,500-1,999	197	90	45.7	107	54.3	3	3	100.0		
2,000 or more										
Total	7,512	3,675	48.9	3,837	51.1	428	417	97.4	11	2.6

TABLE 217

Annual Salaries of Mississippi High School Teachers, by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of high school teachers whose salaries fall in following salary ranges:											
		$2,500 or less	$2,501 - 3,000	$3,001 - 3,500	$3,501 - 4,000	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 and above
99 or fewer	101	12.9	7.9	32.7	20.8	8.9	7.9	5.9	1.0	1.0	1.0		
100-249	1,320	6.1	6.9	34.0	23.6	10.5	7.8	5.2	3.3	1.4	1.0	0.2	
250-499	2,670	5.6	8.7	35.5	22.0	10.4	8.3	4.4	2.6	1.2	0.9	0.3	0.1
500-999	2,606	5.0	10.5	29.5	23.8	13.2	8.4	3.8	3.0	1.1	0.7	0.3	0.7
1,000-1,499	618	3.2	6.8	26.1	22.8	17.8	10.5	6.1	4.0	1.3	0.5	0.2	0.7
1,500-1,999	197	1.0	2.5	24.4	38.7	22.8	5.6	2.5	1.0			0.5	1.0
2,000 or more													
Total	7,512	5.2	8.7	32.1	23.4	12.3	8.3	4.4	2.9	1.2	0.8	0.3	0.4

TABLE 218

Annual Salaries of Mississippi High School Principals by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of high school principals whose salaries fall in following salary ranges:												
		$4,000 or less	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 - 8,000	$8,001 - 8,500	$8,501 - 9,000	$9,001 - 9,500	$9,501 - 10,000	$10,001 and above
99 or fewer	16		12.5	25.0	37.6	6.2	6.2	12.5							
100-249	136	2.2	5.1	8.1	25.7	32.4	16.2	7.4	2.9						
250-499	166	1.2	6.0	10.8	15.7	26.6	15.7	14.4	5.4	0.6	2.4	0.6			0.6
500-999	94		4.3	13.8	17.0	16.0	14.9	8.5	7.5	11.7	4.3	1.0			1.0
1,000-1,499	13	7.7		7.7	7.7	7.7	15.4	7.7	7.7	15.3	7.7	7.7			7.7
1,500-1,999	3							33.3			66.7				
2,000 or more															
Total	428	1.4	5.4	11.0	19.6	24.5	15.2	10.7	4.9	3.3	2.6	0.7			0.7

TABLE 219

Percentage Distribution of Mississippi Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:												
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	14	78.6	21.4												
100-249	127	23.6	52.0	22.8	1.6										
250-499	147	11.6	32.7	39.4	13.6	2.7									
500-999	66	3.0	30.3	33.3	21.3	9.1	3.0								
1,000-1,499	8		37.5	25.0	12.5		12.5		12.5						
1,500-1,999	3					66.7				33.3					
2,000 or more															
Total	365	16.4	38.4	30.4	10.1	3.3	0.8		0.3	0.3					

TABLE 220

Percentage Distribution of Mississippi Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	1	100.0													
100-249	6	33.3	66.7												
250-499	2				100.0										
500-999	5		20.0	40.0	20.0	20.0									
1,000-1,499															
1,500-1,999															
2,000 or more															
Total	14	21.4	35.7	14.3	21.4	7.2									

TABLE 221

Percentage Distribution of Mississippi Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	1	100.0													
100-249	3		66.7	33.3											
250-499	10		30.0	10.0	60.0										
500-999	16		6.3	6.3	18.6	50.0	6.3		12.5						
1,000-1,499	3				66.7					33.3					
1,500-1,999															
2,000 or more															
Total	33	3.0	18.2	9.1	33.3	24.3	3.0		6.1	3.0					

TABLE 222

Percentage Distribution of Mississippi Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249															
250-499	7		14.3	42.9	28.5	14.3									
500-999	7			14.3	14.3	42.9	28.5								
1,000-1,499	2							100.0							
1,500-1,999															
2,000 or more															
Total	16		6.3	25.0	18.7	25.0	12.5	12.5							

TABLE 223

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Language Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Language Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16			6.3	25.0	62.4	6.3											
100-249	136			2.2	4.4	90.5	2.9											
250-499	166			1.2	3.6	74.7	16.3	4.2										
500-999	94			1.1	3.2	63.8	23.4	6.4	2.1									
1,000-1,499	13					38.4	30.8	23.1	7.7									
1,500-1,999	3					33.3	33.3				33.4							
2,000 or more																		
Total	428			1.6	4.4	75.6	13.8	3.7	0.7		0.2							

TABLE 224

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Foreign Languages:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	87.4	6.3	6.3														
100-249	136	74.3	19.1	5.9	0.7													
250-499	166	50.0	19.9	16.3	8.4	4.2	0.6	0.6										
500-999	94	38.3	13.8	16.0	5.3	17.0	3.2	3.2	1.1	2.1								
1,000-1,499	13	30.7	15.4	7.7			7.7	7.7	7.7	7.7	15.4							
1,500-1,999	3			33.3		33.3					33.4							
2,000 or more																		
Total	428	55.6	17.4	12.4	4.7	5.6	1.2	1.2	0.5	0.7	0.7							

TABLE 225

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Science, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Science:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	6.3	25.0	43.7	18.7	6.3												
100-249	136	1.5	19.1	43.4	22.1	13.2	0.7											
250-499	166	2.4	0.6	13.3	41.0	40.3	2.4											
500-999	94	2.1		3.2	30.9	50.0	12.7	1.1										
1,000-1,499	13	7.7			15.4	53.8	23.1											
1,500-1,999	3				33.3	33.3		33.4										
2,000 or more																		
Total	428	2.3	7.2	21.3	31.1	32.9	4.7	0.5										

TABLE 226

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Social Studies, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Social Studies:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16			25.0	37.5	25.0	12.5											
100-249	136		0.7	7.4	32.4	52.9	5.9	0.7										
250-499	166	1.8	0.6	2.4	22.9	61.4	9.1	1.8										
500-999	94	1.1			9.5	61.7	20.2	5.3	1.1	1.1								
1,000-1,499	13				7.7	53.8	23.1	15.4										
1,500-1,999	3						33.3	66.7										
2,000 or more																		
Total	428	0.9	0.5	4.2	22.9	56.8	11.2	3.1	0.2	0.2								

TABLE 227

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Mathematics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Mathematics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16		6.3	37.5	25.0	31.2												
100-249	136	0.7		7.4	50.0	32.4	8.8	0.7										
250-499	166	1.2	1.2	0.6	21.7	36.8	34.3	4.2										
500-999	94	1.1		3.2	9.6	30.9	40.3	10.6	3.2	1.1								
1,000-1,499	13					38.4	30.8	15.4	15.4									
1,500-1,999	3						33.3				66.7							
2,000 or more																		
Total	428	0.9	0.7	4.7	27.3	33.6	26.2	4.7	1.2	0.2	0.5							

TABLE 228

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Agriculture, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Agriculture:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	37.5		12.5	25.0	25.0												
100-249	136	25.7		3.7	20.6	49.3	0.7											
250-499	166	28.9		1.2	30.7	39.2												
500-999	94	51.1		2.1	26.6	18.1	2.1											
1,000-1,499	13	76.9			23.1													
1,500-1,999	3	100.0																
2,000 or more																		
Total	428	35.0		2.6	25.9	35.8	0.7											

TABLE 229

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Business Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Business Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	6.3		31.2	37.5	25.0												
100-249	136	5.9	8.1	11.8	34.6	36.0	2.9	0.7										
250-499	166	5.4	11.4	9.1	27.1	33.7	12.1	1.2										
500-999	94	3.2	5.3	9.6	21.3	30.8	14.8	9.6	3.2	1.1	1.1							
1,000-1,499	13		23.1	23.1		7.7	7.7	7.7		23.0	7.7							
1,500-1,999	3		33.3	33.4				33.3										
2,000 or more																		
Total	428	4.9	9.1	11.4	27.6	32.5	9.1	3.3	0.7	0.9	0.5							

TABLE 230

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Home Economics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Home Economics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	31.2	12.5	18.8	37.5													
100-249	136	5.9	0.7	13.2	74.3	5.9												
250-499	166	6.6	1.2	16.3	71.1	4.8												
500-999	94	2.1	1.1	21.3	69.1	6.4												
1,000-1,499	13			38.5	53.8	7.7												
1,500-1,999	3				33.3		33.3	33.4										
2,000 or more																		
Total	428	6.1	1.4	17.1	69.6	5.4	0.2	0.2										

TABLE 231

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Industrial Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	100.0																
100-249	136	89.0	4.4	3.7	2.2	0.7												
250-499	166	81.4	6.6	4.8	3.6	3.6												
500-999	94	57.4	15.9	14.9	8.5		1.1	1.1										1.1
1,000-1,499	13	15.4	23.1	38.4	15.4	7.7												
1,500-1,999	3	33.3			33.3		33.4											
2,000 or more																		
Total	428	76.8	8.2	7.5	4.7	1.9	0.5	0.2										0.2

TABLE 232

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in T and I Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in T and I Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	100.0																
100-249	136	95.6	0.7	2.2		1.5												
250-499	166	92.2		4.8		3.0												
500-999	94	58.4	8.5	25.5		4.3	1.1	1.1		1.1								
1,000-1,499	13	53.8		15.4		23.1							7.7					
1,500-1,999	3	66.7				33.3												
2,000 or more																		
Total	428	84.9	2.1	8.7		3.5	0.2	0.2		0.2			0.2					

TABLE 233

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Art, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Art:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	100.0																
100-249	136	98.5	1.5															
250-499	166	95.2	4.2	0.6														
500-999	94	87.2	11.7				1.1											
1,000-1,499	13	61.5	15.4	23.1														
1,500-1,999	3		66.7	33.3														
2,000 or more																		
Total	428	93.0	5.6	1.2			0.2											

TABLE 234

Percentage Distribution of Mississippi High Schools, by Number of Course Units Offered in Music, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Music:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	16	87.4	6.3		6.3													
100-249	136	60.3	35.3	4.4														
250-499	166	33.7	47.0	17.5	1.2		0.6											
500-999	94	17.0	58.5	22.3	1.1	1.1												
1,000-1,499	13	7.7	38.4	30.8	7.7		7.7			7.7								
1,500-1,999	3			66.7				33.3										
2,000 or more																		
Total	428	39.5	43.7	14.5	1.2	0.2	0.5	0.2		0.2								

TABLE 235

Number and Per Cent of Mississippi High School Pupils in Grades 9-12, by Total Number of Course Units Available

Total number of course units offered	Grade 9-12 pupils to whom course units are available	
	Number	Per cent
20 or fewer	7,698	6.7
21-25	30,316	26.5
26-30	29,847	26.0
31-35	21,496	18.8
36-40	13,198	11.5
41-45	4,654	4.1
46-50	2,395	2.1
51-55	2,804	2.4
56-60	2,140	1.9
Total	114,548	100.0

TABLE 236

Percentage Distribution of Mississippi High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

Subject area	Per cent of pupils with following number of course units available:										
	0	1	2	3	4	5	6	7	8	9	10 or more
Language Arts			1.1	3.8	64.0	20.4	7.9	2.0		0.8	
Social Studies	0.9	0.2	1.8	16.9	57.1	15.5	6.9	0.4	0.3		
Mathematics	0.8	0.4	2.9	15.9	31.4	34.3	9.6	2.8	0.3	1.6	
Science	2.9	2.5	11.1	31.4	42.8	8.1	1.2				
Foreign Languages	40.9	15.5	15.1	5.2	10.3	3.0	2.7	1.8	2.6	2.9	
Art	83.7	11.1	4.4			0.8					
Music	25.3	47.1	22.1	2.0	0.5	1.1	0.8		1.1		
Home Economics	3.7	1.3	21.2	65.8	6.4	0.8	0.8				
Agriculture	47.0		1.7	23.9	26.7	0.7					
Industrial Arts	60.2	12.5	13.6	8.2	2.8	1.4	0.5				0.8
Vocational T and I	72.2	4.5	13.9		7.3	0.8	0.7		0.5		0.1
Business Education	3.7	10.2	10.5	20.7	28.4	12.2	6.7	2.3	3.7	1.6	

TABLE 237

Number and Per Cent of Mississippi High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught, by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages
99 or fewer	1,300	753	21	53	27		4.1	3.6	
100-249	20,242	14,046	568	1,082	486	12	5.3	3.5	2.1
250-499	48,123	38,416	4,244	3,383	1,167	263	7.0	3.0	6.2
500-999	48,643	39,868	6,944	4,308	2,675	674	8.8	6.7	9.7
1,000-1,499	13,412	11,324	3,716	1,048	684	28	7.8	6.0	0.8
1,500-1,999	5,285	5,446	2,287	142		320	2.7		14.0
2,000 or more									
Total	137,005	109,853	17,780	10,016	5,039	1,297	7.3	4.6	7.3

TABLE 238

Number and Per Cent of Mississippi High School Pupils Taught Language Arts, Social Studies, and Business Education, by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education
99 or fewer	1,360	1,233	527		96			7.8	
100-249	24,486	21,367	6,838	769	1,322	80	3.1	6.2	1.1
250-499	59,828	54,851	14,873	1,405	2,697	377	2.3	4.9	2.5
500-999	62,061	64,939	14,662	1,899	3,218	598	3.0	5.0	4.1
1,000-1,499	16,743	17,023	3,354	989	1,221	50	5.9	7.2	1.5
1,500-1,999	7,482	12,842	775		102			0.8	
2,000 or more									
Total	171,960	172,255	41,029	5,062	8,656	1,105	2.9	5.0	2.7

TABLE 239

Number and Per Cent of Mississippi High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.
99 or fewer	7		613						
100-249	427	212	7,238			250			3.5
250-499	2,041	634	18,381	46	6	301	2.3	0.9	1.6
500-999	3,317	2,996	21,252	378	176	1,553	11.4	5.9	2.6
1,000-1,499	1,413	1,248	7,964	370		198	26.2		2.5
1,500-1,999	952	150	2,722			22			0.8
2,000 or more									
Total	8,157	5,240	58,170	794	182	2,324	9.8	3.5	4.0

* Includes distributive education, day trades and industries, and diversified occupations.

TABLE 240

Number and Per Cent of Mississippi High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music
99 or fewer	245	393	228						
100-249	4,564	6,497	3,515			113			3.2
250-499	8,527	13,445	10,913		108	610		0.8	5.6
500-999	4,220	11,667	12,329		284	888		2.4	7.2
1,000-1,499	401	2,267	2,842			80			2.8
1,500-1,999		1,481	1,888						
2,000 or more									
Total	17,957	35,740	31,715		392	1,691		1.1	5.3

TABLE 241

Per Cent of Classes in Mississippi High Schools within Various Class Size Categories, by Size of School

School size (Pupils enrolled)	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
99 or fewer	440	31.8	23.9	26.6	8.9	2.7	3.4	1.8	0.9
100-249	5,083	14.8	15.3	17.8	17.0	14.6	11.0	6.5	3.0
250-499	10,562	5.8	9.3	13.7	16.2	22.0	17.5	10.6	4.9
500-999	10,514	3.3	5.6	9.9	14.7	28.1	20.7	12.5	5.2
1,000-1,499	2,922	1.2	3.1	8.3	18.1	36.2	19.0	9.8	4.3
1,500-1,999	1,459	1.0	3.1	10.1	14.7	28.0	20.6	19.0	3.5
2,000 or more									
Total	30,980	6.2	8.4	12.6	15.8	24.2	17.6	10.7	4.5

TABLE 242

Per Cent of Classes in Mississippi High Schools within Various Class Size Categories, by Subject Area

Subject area	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Language Arts	5,996	0.6	2.8	8.4	17.5	31.4	23.1	12.6	3.6
Mathematics	4,936	4.1	4.1	9.2	15.3	28.6	22.2	13.3	3.2
Science	3,984	3.5	5.5	9.8	15.1	28.5	21.4	12.5	3.7
Social Studies	5,938	1.4	2.3	8.5	16.4	28.2	23.8	15.7	3.7
Foreign Languages	817	13.0	10.8	15.3	16.7	36.2	7.1	0.7	0.2
Physical Education	1,971	4.5	8.1	12.9	14.3	15.9	14.0	12.5	17.8
Music	1,206	20.1	11.0	12.5	9.1	10.9	6.7	7.9	21.8
Art	155	8.4	12.3	11.0	18.0	25.8	10.3	11.0	3.2
Business Education	2,132	16.1	19.8	22.1	17.6	14.9	6.6	1.9	1.0
Home Economics	2,060	15.5	28.2	28.3	14.7	7.8	3.2	1.8	0.5
Agriculture	1,056	22.3	27.0	21.7	14.7	7.0	4.2	2.5	0.6
Industrial Arts	433	14.3	22.9	25.2	17.8	10.8	5.1	3.2	0.7
Vocational	296	12.8	25.0	33.5	18.3	5.1	3.0	2.0	0.3
Total	30,980	6.2	8.4	12.6	15.8	24.2	17.6	10.7	4.5

TABLE 243

Number and Per Cent of Mississippi High School Graduates Entering College

School size (Pupils enrolled)	Number of high schools	Number of graduates	Graduates entering college	Per cent
99 or fewer	16	168	48	28.6
100-249	136	2,848	1,119	39.3
250-499	166	6,669	3,140	47.1
500-999	94	7,603	4,065	53.5
1,000-1,499	13	2,185	1,394	63.8
1,500-1,999	3	384	217	56.5
2,000 or more				
Total	428	19,857	9,983	50.3

TABLE 244

Number and Per Cent of North Carolina High Schools Grouped by Organizational Pattern and by Size of School

School size (Pupils enrolled)	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
99 or fewer					43	7.1			43	6.6
100-249					227	37.3	1	2.4	228	35.1
250-499					213	35.0	3	7.1	216	33.2
500-999					111	18.3	19	45.2	130	20.0
1,000-1,499					14	2.3	10	23.8	24	3.7
1,500-1,999							7	16.7	7	1.1
2,000 or more							2	4.8	2	0.3
Total					608	100.0	42	100.0	650	100.0

TABLE 245

Pupil Enrollment in North Carolina High Schools Grouped by Size and Grade Organization

School size (Pupils enrolled)	Enrollment				
	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Total
99 or fewer			3,542		3,542
100-249			39,376	240	39,616
250-499			74,767	1,194	75,961
500-999			75,820	14,326	90,146
1,000-1,499			15,743	12,432	28,175
1,500-1,999				12,306	12,306
2,000 or more				4,624	4,624
Total			209,248	45,122	254,370

TABLE 246

College Training of North Carolina High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers							Principals				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	196	21	10.7	170	86.7	5	2.6	43	21	48.8	22	51.2
100-249	1,772	290	16.4	1,473	83.1	9	0.5	228	99	43.4	129	56.6
250-499	3,030	513	16.9	2,500	82.5	17	0.6	216	99	45.8	117	54.2
500-999	3,573	813	22.8	2,709	75.8	51	1.4	130	57	43.8	73	56.2
1,000-1,499	1,084	326	30.1	740	68.3	18	1.6	24	14	58.3	10	41.7
1,500-1,999	478	180	37.6	290	60.7	8	1.7	7	3	42.9	4	57.1
2,000 or more	192	44	22.9	136	70.8	12	6.3	2			2	100.0
Total	10,325	2,187	21.2	8,018	77.6	120	1.2	650	293	45.1	357	54.9

TABLE 247

Per Cent of North Carolina High School Teachers by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of teachers with following years of teaching experience: Less than 1 year	1 year	2 years	3 years	4 years	5 years	6-10 years	11 or more years
99 or fewer	196	13.3	8.2	2.0	7.1	8.2	4.1	15.3	41.8
100-249	1,772	8.3	9.2	6.1	7.2	5.2	4.4	19.5	40.1
250-499	3,030	9.2	8.4	6.5	6.7	5.7	4.7	19.2	39.6
500-999	3,573	8.8	6.6	6.8	6.4	5.0	5.2	18.4	42.8
1,000-1,499	1,084	9.0	8.7	6.5	5.9	5.2	4.0	17.2	43.5
1,500-1,999	478	9.2	6.5	6.7	4.4	4.4	4.4	13.4	51.0
2,000 or more	192	10.4	5.2	5.7	7.8	1.6	4.7	16.2	48.4
Total	10,325	9.0	7.8	6.4	6.5	5.3	4.7	18.4	41.9

TABLE 248

Per Cent of North Carolina High School Principals by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of highs chool principals	Per cent of principals with following years of teaching experience: 5 or fewer years	6-10 years	11 or more years
99 or fewer	43	44.2	46.5	9.3
100-249	228	34.2	62.7	3.1
250-499	216	25.0	70.8	4.2
500-999	130	19.2	77.7	3.1
1,000-1,499	24	4.2	95.8	
1,500-1,999	7	14.3	85.7	
2,000 or more	2		100.0	
Total	650	27.4	68.9	3.7

TABLE 249

Sex of North Carolina High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers					Principals				
	Total number	Men		Women		Total Number	Men		Women	
		Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	196	96	49.0	100	51.0	43	41	95.3	2	4.7
100-249	1,772	786	44.4	986	55.6	228	226	99.1	2	0.9
250-499	3,030	1,355	44.7	1,675	55.3	216	213	98.6	3	1.4
500-999	3,573	1,455	40.7	2,118	59.3	130	128	98.5	2	1.5
1,000-1,499	1,084	434	40.0	650	60.0	24	24	100.0		
1,500-1,999	478	157	32.8	321	67.2	7	7	100.0		
2,000 or more	192	59	30.7	133	69.3	2	2	100.0		
Total	10,325	4,342	42.1	5,983	57.9	650	641	98.6	9	1.4

TABLE 250

Annual Salaries of North Carolina High School Teachers, by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of high school teachers whose salaries fall in following salary ranges:											
		$2,500 or less	$2,501 - 3,000	$3,001 - 3,500	$3,501 - 4,000	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 and above
99 or fewer	196	0.5	0.5	2.6	22.4	18.4	11.2	23.0	8.2	4.6	6.6	1.0	1.0
100-249	1,772	0.1	0.1	2.5	24.3	15.3	13.4	24.5	10.0	2.1	5.2	0.8	1.7
250-499	3,030	*	*	1.9	24.9	16.8	13.3	25.8	9.7	2.1	3.7	0.7	1.1
500-999	3,573	0.2	0.1	1.2	20.3	16.7	13.4	26.7	13.9	2.9	3.0	0.8	0.8
1,000-1,499	1,084	0.1	0.1	0.8	10.9	18.3	15.1	21.4	17.4	9.5	4.3	1.5	0.6
1,500-1,999	478			0.6	3.3	20.7	13.0	14.2	27.2	10.3	10.5	0.2	
2,000 or more	192	2.1		1.0	8.3	16.2	15.6	20.3	19.8	14.1	1.6	0.5	0.5
Total	10,325	0.1	0.1	1.6	20.4	16.9	13.5	24.7	13.0	3.8	4.1	0.8	1.0

* Less than .05%

TABLE 251

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Language Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Language Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	43					100.0												
100-249	228			0.4	1.4	86.4	8.8	2.2	0.4		0.4							
250-499	216				2.8	70.8	21.3	3.2	0.9	0.5	0.5							
500-999	130				3.1	43.9	26.9	16.9	9.2									
1,000-1,499	24					33.3	37.5	20.8	8.4									
1,500-1,999	7					14.3	28.6	57.1										
2,000 or more	2							50.0	50.0									
Total	650			0.2	2.0	70.6	17.2	6.8	2.7	0.2	0.3							

TABLE 252

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Foreign Languages:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	43	20.9	44.2	34.9														
100-249	228	4.4	29.8	62.3	2.7	0.4			0.4									
250-499	216		5.5	66.2	10.6	15.3	1.4	0.5		0.5								
500-999	130			20.8	13.1	39.2	13.8	4.6	6.9	0.8	0.8							
1,000-1,499	24				4.2	16.7	29.1	12.5	12.5	12.5	8.3	4.2						
1,500-1,999	7							14.3			42.8	28.6				14.3		
2,000 or more	2							50.0			50.0							
Total	650	2.9	15.2	50.3	7.2	13.7	4.3	1.8	2.0	0.8	1.1	0.5				0.2		

TABLE 253

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Science, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Science:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	43	2.3	4.7	30.2	60.5	2.3												
100-249	228		0.4	8.8	62.3	27.2	0.9			0.4								
250-499	216			1.9	26.9	59.7	10.6		0.9									
500-999	130				16.2	63.8	20.0											
1,000-1,499	24		4.2		25.0	45.8	25.0											
1,500-1,999	7				28.5	42.9	28.6											
2,000 or more	2				50.0	50.0												
Total	650	0.2	0.6	5.7	39.4	44.6	9.0		0.3	0.2								

TABLE 254

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Social Studies, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Social Studies:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	43			23.3	25.6	32.5	14.0	2.3	2.3									
100-249	228	0.4	0.4	7.0	19.8	29.4	28.5	12.3	1.8		0.4							
250-499	216			1.4	7.4	19.0	36.5	31.0	3.7			0.5		0.5				
500-999	130			3.1	6.9	20.8	32.3	30.0	6.9									
1,000-1,499	24			8.4	16.6	8.4	41.6	16.6	8.4									
1,500-1,999	7					14.2	42.9	42.9										
2,000 or more	2				50.0		50.0											
Total	650	0.2	0.2	5.4	13.2	23.4	31.7	21.8	3.7		0.2	0.1		0.1				

TABLE 255

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Mathematics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Mathematics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	43		2.3	23.3	41.9	27.9	2.3	2.3										
100-249	228		0.9	4.0	32.9	34.6	14.0	11.4	1.8			0.4						
250-499	216			0.5	6.9	36.1	19.9	24.0	11.6	0.5				0.5				
500-999	130			0.8	0.8	16.1	27.7	31.5	15.4	7.7								
1,000-1,499	24			4.1		8.4	25.0	16.6	37.5	8.4								
1,500-1,999	7						14.3	14.3	42.9	28.5								
2,000 or more	2							50.0		50.0								
Total	650		0.5	3.4	16.7	29.5	18.3	19.4	9.4	2.4		0.2		0.2				

TABLE 256

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Agriculture, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Agriculture:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	43	34.9	2.3		11.6	51.2												
100-249	228	20.6	0.4	1.3	14.1	62.3	0.9			0.4								
250-499	216	20.8	0.9	4.6	14.8	57.5	1.4											
500-999	130	33.1	0.8	2.3	13.8	46.2	3.0	0.8										
1,000-1,499	24	50.0			25.0	25.0												
1,500-1,999	7	100.0																
2,000 or more	2	100.0																
Total	650	26.3	0.8	2.5	14.3	54.5	1.4	0.1		0.1								

TABLE 257

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Business Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Business Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	43		9.3	20.9	48.8	16.3	4.7											
100-249	228	4.8	6.1	11.9	25.4	28.1	17.1	4.8	0.9	0.9								
250-499	216		0.9	6.5	10.2	25.9	26.4	19.0	7.4	2.7	0.5		0.5					
500-999	130				3.1	12.3	20.8	21.5	22.3	12.3	6.2	1.5						
1,000-1,499	24						20.8	16.7	25.0	20.8	8.3	4.2	4.2					
1,500-1,999	7							14.3	57.1	28.6								
2,000 or more	2								50.0			50.0						
Total	650	1.7	3.1	7.7	16.1	22.0	20.0	13.1	8.9	4.8	1.7	0.6	0.3					

TABLE 258

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Home Economics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Home Economics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	43	20.9	4.7	30.2	23.3	18.6	2.3											
100-249	228	6.1		11.9	55.7	25.5	0.4	0.4										
250-499	216	0.5	0.9	32.0	54.6	10.6	1.4											
500-999	130		1.5	27.7	46.2	23.1	1.5											
1,000-1,499	24			33.3	25.0	29.2	8.3	4.2										
1,500-1,999	7				57.1	14.3	14.3	14.3										
2,000 or more	2				50.0		50.0											
Total	650	3.7	0.9	23.5	50.2	19.5	1.7	0.5										

TABLE 259

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Industrial Arts:															
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	43	93.0	4.7	2.3														
100-249	228	89.9	2.6	4.4	2.2	0.9												
250-499	216	71.8	7.9	6.0	10.6	2.3	1.4											
500-999	130	45.4	16.2	16.9	17.7	3.8												
1,000-1,499	24	12.5	20.8	25.0	33.3	4.2	4.2											
1,500-1,999	7		42.8	14.3	14.3		28.6											
2,000 or more	2		50.0		50.0													
Total	650	71.0	8.5	8.2	9.4	2.0	0.9											

TABLE 260

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in T and I Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in T and I Education:															
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	43	97.7	2.3															
100-249	228	96.5	3.1	0.4														
250-499	216	89.8	5.1	3.7	0.9	0.5												
500-999	130	57.7	11.5	20.8	6.2	3.8												
1,000-1,499	24	20.9	8.3	37.5	12.5	8.3	8.3								4.2			
1,500-1,999	7	14.3		42.8	14.3	28.6												
2,000 or more	2						100.0											
Total	650	82.6	5.5	7.4	2.2	1.5	0.6								0.2			

TABLE 261

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Art, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Art:															
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	43	100.0																
100-249	228	99.6	0.4															
250-499	216	94.9	2.8	2.3														
500-999	130	77.7	11.5	10.8														
1,000-1,499	24	33.3	25.0	37.5	4.2													
1,500-1,999	7	14.3	28.6	57.1														
2,000 or more	2			100.0														
Total	650	90.0	4.6	5.2	0.2													

TABLE 262

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Music, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Music:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	43	69.8	18.6	11.6														
100-249	228	56.6	22.4	19.3	1.3	0.4												
250-499	216	24.6	27.3	38.9	8.3	0.9												
500-999	130	7.7	17.7	53.8	17.7	3.1												
1,000-1,499	24	4.2		41.6	37.5	12.5		4.2										
1,500-1,999	7		14.3		57.1	14.3	14.3											
2,000 or more	2				50.0	50.0												
Total	650	34.3	21.8	32.8	8.9	1.8	0.2	0.2										

TABLE 263

Percentage Distribution of North Carolina High Schools, by Number of Course Units Offered in Health and Physical Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Health and Physical Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	43		69.8	30.2														
100-249	228	1.3	71.5	25.9	0.9	0.4												
250-499	216	2.3	65.3	28.2	4.2													
500-999	130	1.5	54.6	39.3	4.6													
1,000-1,499	24	8.3	50.0	41.7														
1,500-1,999	7		71.4	14.3	14.3													
2,000 or more	2		50.0	50.0														
Total	650	1.8	65.0	30.2	2.8	0.2												

TABLE 264

Number and Per Cent of North Carolina High School Pupils in Grades 9-12 by Total Number of Course Units Available

Total number of course units offered	Grade 9-12 pupils to whom course units are available	
	Number	Per cent
20 or fewer	1,494	0.6
21-25	9,675	3.8
26-30	29,955	11.7
31-35	54,695	21.3
36-40	67,002	26.1
41-45	39,680	15.5
46-50	19,907	7.8
51-55	21,540	8.4
56-60	8,646	3.4
61-65	3,350	1.3
66 and over	250	0.1
Total	256,194	100.0

TABLE 265

Percentage Distribution of North Carolina High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Area

Subject area	Per cent of pupils with following number of course units available:										
	0	1	2	3	4	5	6	7	8	9	10 or more
Language Arts			0.1	2.1	54.9	22.7	13.9	6.0	0.1	0.2	
Social Studies	0.1	0.1	3.5	10.9	19.6	34.8	25.7	5.0		0.1	0.2
Mathematics		0.1	1.9	7.9	22.7	21.0	23.7	16.0	6.5		0.2
Science	0.1	0.5	2.0	28.2	54.3	14.6		0.2	0.1		
Foreign Language	0.9	6.3	36.6	8.5	20.8	8.8	4.8	4.4	2.0	4.4	2.5
Art	76.0	9.3	14.2	0.5							
Music	19.7	17.5	39.5	17.3	4.6	0.8	0.6				
Home Economics	1.3	0.8	25.6	48.0	19.3	3.6	1.4				
Agriculture	34.6	0.8	2.6	14.0	45.9	1.7	0.3		0.1		
Vocational T and I	65.1	6.9	15.6	5.2	4.0	2.8					0.4
Industrial Arts	53.0	14.3	12.5	15.1	2.8	2.3					
Business Education	0.6	1.2	3.9	8.7	16.8	19.7	16.6	17.4	9.0	3.5	2.6
Health and P.E.	2.4	60.2	33.4	3.9	0.1						
Total	19.5	9.1	14.7	13.1	20.4	10.2	6.7	3.8	1.4	0.6	0.5

TABLE 266

Per Cent of Classes in North Carolina High Schools within Various Class Size Categories, by Size of School

School size (Pupils enrolled)	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
99 or fewer	979	19.7	20.9	23.4	15.7	12.7	5.2	1.7	0.7
100-249	8,176	9.0	14.8	19.0	19.3	17.6	13.2	5.1	2.0
250-499	14,113	3.4	8.2	14.1	19.6	24.2	21.1	6.6	2.8
500-999	16,211	2.1	5.4	10.9	19.4	30.4	23.6	5.9	2.3
1,000-1,499	5,015	2.1	3.8	8.2	16.5	33.9	28.8	4.3	2.4
1,500-1,999	2,173	1.4	2.9	8.6	18.1	34.0	25.3	7.3	2.4
2,000 or more	635	4.3	4.3	6.7	11.2	27.4	26.3	17.0	2.8
Total	47,302	4.1	7.9	13.1	18.9	26.4	21.3	5.9	2.4

TABLE 267

Per Cent of Classes in North Carolina High Schools within Various Class Size Categories, by Subject Area

Subject areas	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Language Arts	9,476	1.0	3.0	9.6	20.4	33.3	25.8	5.9	1.0
Mathematics	6,394	2.7	5.0	9.6	17.0	29.5	28.0	6.6	1.6
Science	6,521	1.8	3.9	9.5	19.7	33.3	24.1	6.1	1.6
Social Studies	6,595	0.5	2.2	7.2	16.5	31.2	31.0	8.5	2.9
Foreign Languages	2,464	5.4	8.2	15.2	23.3	26.7	17.5	3.1	0.6
Physical Education	2,175	4.0	4.0	8.8	16.2	23.5	21.1	13.2	9.2
Music	906	8.9	9.9	8.4	10.5	11.3	8.2	8.6	34.2
Art	260	2.7	15.0	20.0	22.7	21.9	14.2	2.7	0.8
Business Education	5,013	4.7	8.7	14.8	18.6	24.5	19.6	7.2	1.9
Home Economics	3,318	10.3	21.7	30.6	22.4	10.4	3.8	0.6	0.2
Agriculture	2,462	18.2	31.9	25.9	14.9	5.4	2.5	0.9	0.3
Industrial Arts	883	7.5	17.6	31.6	24.9	13.4	4.0	0.8	0.2
Vocational T and I	835	12.6	24.8	23.2	21.0	11.8	4.4	1.2	1.0
Total	47,302	4.1	7.9	13.1	18.9	26.4	21.3	5.9	2.4

TABLE 268

Number and Per Cent of South Carolina High Schools Grouped by Organizational Pattern and by Size of School

School size (Pupils enrolled)	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
99 or fewer	3	1.5	1	1.2					4	1.1
100-249	53	25.7	15	17.9	1	2.0			69	19.4
250-499	81	39.3	25	29.8	13	26.6	3	18.7	122	34.3
500-999	58	28.2	31	36.8	22	44.9	6	37.5	117	33.0
1,000-1,499	11	5.3	9	10.7	11	22.4	4	25.0	35	9.9
1,500-1,999			3	3.6	2	4.1	3	18.8	8	2.3
2,000 or more*										
Total	206	100.0	84	100.0	49	100.0	16	100.0	355	100.0

* No schools in this size range.

TABLE 269

Pupil Enrollment in South Carolina High Schools Grouped by Size and Grade Organization

School size (Pupils enrolled)	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Total
99 or fewer	262	65			327
100-249	9,781	2,616	225		12,622
250-499	30,860	13,434	4,916	1,154	50,364
500-999	39,680	19,985	15,504	4,479	79,648
1,000-1,499	13,198	10,830	13,147	4,180	41,355
1,500-1,999		4,653	3,364	4,838	12,855
2,000 or more					
Total	93,781	51,583	37,156	14,651	197,171

TABLE 270

College Training of South Carolina High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers							Principals				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	29	2	6.9	24	82.8	3	10.3					
100-249	644	76	11.8	555	86.2	13	2.0	40	22	55.0	18	45.0
250-499	1,747	273	15.6	1,440	82.4	34	2.0	110	74	67.3	36	32.7
500-999	3,053	554	18.1	2,459	80.6	40	1.3	110	94	85.4	16	14.6
1,000-1,499	1,629	401	24.6	1,221	75.0	7	0.4	35	32	91.4	3	8.6
1,500-1,999	530	158	29.8	370	69.8	2	0.4	8	7	87.5	1	12.5
2,000 or more												
Total	7,632	1,464	19.2	6,069	79.5	99	1.3	303	229	75.6	74	24.4

TABLE 271

College Training of South Carolina High School Librarians and Guidance Counselors by Size of School

School size (Pupils enrolled)	Librarians							Guidance Counselors						
	Total	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total	Master's degree or above		Bachelor's degree		Less than bachelor's degree	
	Number	Number	Per cent	Number	Per cent	Number	Per cent	Number	Number	Per cent	Number	Per cent	Number	Per cent
99 or fewer	1			1	100.0									
100-249	54	10	18.5	42	77.8	2	3.7	12	3	25.0	9	75.0		
250-499	120	20	16.7	100	83.3			62	24	38.7	38	61.3		
500-999	115	30	26.1	85	73.9			112	60	53.6	51	45.5	1	0.9
1,000-1,499	49	17	34.7	32	65.3			67	45	67.2	22	32.8		
1,500-1,999	17	5	29.4	12	70.6			20	14	70.0	6	30.0		
2,000 or more														
Total	356	82	23.0	272	76.4	2	0.6	273	146	53.5	126	46.1	1	0.4

TABLE 272

Number and Per Cent of South Carolina High School Teachers Holding Degrees from South Carolina Colleges, by Size of School

School size (Pupils enrolled)	Number of high school teachers	Teachers holding degrees from South Carolina colleges	
		Number	Per cent
99 or fewer	29	27	93.1
100-249	644	564	87.6
250-499	1,747	1,501	85.9
500-999	3,053	2,525	82.7
1,000-1,499	1,629	1,310	80.4
1,500-1,999	530	423	79.8
2,000 or more			
Total	7,632	6,350	83.2

TABLE 273

Per Cent of South Carolina High School Teachers by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of teachers with following years of teaching experience:									
		Less than 1 year	1 year	2 years	3 years	4 years	5 years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	29	6.9	3.4	13.8	6.9		10.4	13.8	13.8	6.9	24.1
100-249	644	7.5	6.1	5.4	5.3	5.0	4.0	17.8	15.4	15.2	18.3
250-499	1,747	8.2	5.9	5.7	5.7	4.7	5.0	18.9	17.2	10.7	18.0
500-999	3,053	10.8	6.8	6.6	5.4	5.1	4.3	18.7	13.9	10.3	18.1
1,000-1,499	1,629	10.9	7.4	6.4	5.2	4.9	4.2	17.6	12.5	8.7	22.2
1,500-1,999	530	12.6	5.3	6.4	4.2	4.0	3.8	17.0	10.9	6.8	29.0
2,000 or more											
Total	7,632	10.0	6.5	6.3	5.3	4.9	4.4	18.3	14.3	10.2	19.8

TABLE 274

Per Cent of South Carolina High School Principals by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of principals with following years teaching experience: 5 or fewer years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer						
100-249	40	15.0	20.0	22.5	10.0	32.5
250-499	110	6.4	15.5	11.8	22.7	43.6
500-999	110	3.6	13.6	12.8	20.0	50.0
1,000-1,499	35	5.7	5.7	22.9	11.4	54.3
1,500-1,999	8			12.5	25.0	62.5
2,000 or more						
Total	303	6.3	13.8	14.9	18.8	46.2

TABLE 275

Sex of South Carolina High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers					Principals				
	Total	Men		Women		Total	Men		Women	
	number	Number	Per cent	Number	Per cent	Number	Number	Per cent	Number	Per cent
99 or fewer	29	8	27.6	21	72.4					
100-249	644	241	37.4	403	62.6	40	40	100.0		
250-499	1,747	659	37.7	1,088	62.3	110	106	96.4	4	3.6
500-999	3,053	1,121	36.7	1,932	63.3	110	108	98.2	2	1.8
1,000-1,499	1,629	562	34.5	1,067	65.5	35	35	100.0		
1,500-1,999	530	165	31.1	365	68.9	8	8	100.0		
2,000 or more										
Total	7,632	2,756	36.1	4,876	63.9	303	297	98.0	6	2.0

TABLE 276

Annual Salaries of South Carolina High School Teachers by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of high school teachers whose salaries fall in following salary ranges:											
		$2,500 or less	$2,501 - 3,000	$3,001 - 3,500	$3,501 - 4,000	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 and above
99 or fewer	29	3.4	3.4	20.7	13.8	20.8	20.7	13.8		3.4			
100-249	644	7.8	3.3	9.5	19.9	23.0	13.2	10.2	6.0	4.8	1.7	0.6	
250-499	1,747	5.3	4.4	13.0	21.0	21.9	15.6	9.9	4.4	3.0	1.0	0.5	
500-999	3,053	5.1	3.1	12.1	23.9	21.2	16.1	9.0	4.8	2.7	1.3	0.6	0.1
1,000-1,499	1,629	4.6	1.6	6.7	18.9	21.8	20.4	13.4	7.6	3.0	1.1	0.6	0.3
1,500-1,999	530	3.6	1.1	3.0	20.4	18.7	19.1	16.0	13.6	1.5	0.9	1.7	0.4
2,000 or more													
Total	7,632	5.2	3.0	10.3	21.6	21.5	16.9	10.7	6.0	2.9	1.2	0.6	0.1

TABLE 277

Annual Salaries of South Carolina High School Principals by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of high school principals whose salaries fall in following salary ranges:													
		$4,000 or less	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 - 8,000	$8,001 - 8,500	$8,501 - 9,000	$9,001 - 9,500	$9,501 - 10,000	$10,001 and above
99 or fewer															
100-249	40	5.0	10.0	15.0	15.0	22.5	15.0	5.0	10.0	2.5					
250-499	110	0.9	5.5	13.6	15.5	19.1	11.8	17.3	12.7	3.6					
500-999	110	1.8		6.4	12.7	15.5	17.3	12.6	10.0	16.4	5.5	0.9	0.9		
1,000-1,499	35			8.6	2.9	8.6	5.6	11.4	14.3	14.3	17.1	11.4	2.9	2.9	
1,500-1,999	8							25.0	12.5	12.5			12.5	25.0	12.5
2,000 or more															
Total	303	1.7	3.3	10.2	12.5	16.5	13.2	13.6	11.6	9.6	4.0	1.7	1.0	1.0	0.1

TABLE 278

Percentage Distribution of South Carolina Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:												
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	3		100.0												
100-249	53	3.8	50.9	37.8	7.5										
250-499	81	2.5	22.2	43.2	27.2	4.9									
500-999	58		3.4	17.2	36.3	25.9	13.8	1.7	1.7						
1,000-1,499	11					45.4	18.2	36.4							
1,500-1,999															
2,000 or more															
Total	206	1.9	24.2	31.6	22.8	11.7	4.9	2.4	0.5						

TABLE 279

Percentage Distribution of South Carolina Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:												
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	1		100.0												
100-249	15		26.7	53.3	13.3		6.7								
250-499	25		12.0	24.0	28.0	24.0	12.0								
500-999	31			19.4	29.0	38.7	9.7	3.2							
1,000-1,499	9				11.1	11.1	55.6	22.2							
1,500-1,999	3					33.3		33.3		33.4					
2,000 or more															
Total	84		9.5	23.8	22.6	23.8	14.3	4.8		1.2					

TABLE 280

Percentage Distribution of South Carolina Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249	1				100.0										
250-499	13		15.4	23.0		30.8	30.8								
500-999	22			4.5	22.7	18.2	31.9	13.6	9.1						
1,000-1,499	11	9.1			9.1	9.1	9.1	18.2	9.1	27.2			9.1		
1,500-1,999	2							50.0		50.0					
2,000 or more															
Total	49	2.0	4.1	8.2	14.3	18.4	24.5	12.2	6.1	8.2			2.0		

TABLE 281

Percentage Distribution of South Carolina Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249															
250-499	3				66.7	33.3									
500-999	6			16.7		33.3	16.7		33.3						
1,000-1,499	4							50.0	25.0	25.0					
1,500-1,999	3					33.3		33.3					33.4		
2,000 or more															
Total	16			6.3	12.5	25.0	6.2	18.7	18.7	6.3			6.3		

TABLE 282

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Language Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Language Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	4				25.0	75.0												
100-249	69					92.7	5.8		1.5									
250-499	122			1.6	1.6	70.5	20.5	4.2	1.6									
500-999	117			0.8	1.7	47.9	29.9	15.4	4.3									
1,000-1,499	35					22.8	34.3	20.0	11.4	5.7	2.9			2.9				
1,500-1,999	8						62.5	25.0	12.5									
2,000 or more																		
Total	355			0.8	1.4	61.1	22.8	9.0	3.7	0.6	0.3			0.3				

TABLE 283

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Foreign Languages:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	4	50.0	50.0															
100-249	69	30.5	36.2	27.5	2.9	2.9												
250-499	122	18.0	21.3	42.6	2.5	14.8				0.8								
500-999	117	3.4	10.3	34.2	9.4	21.4	8.5	5.1	4.2	2.6		0.9						
1,000-1,499	35	2.9	2.9	17.1	5.7	28.6	11.4	11.4	5.7	2.9	5.7				5.7			
1,500-1,999	8			12.5		12.5	25.0	12.5	12.5		12.5	12.5						
2,000 or more																		
Total	355	14.1	18.6	33.2	5.1	15.8	4.5	3.1	2.2	1.4	0.8	0.6			0.6			

TABLE 284

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Science, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Science:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	4			50.0	50.0													
100-249	69	1.4	1.4	18.9	72.5	5.8												
250-499	122	1.6	0.8	7.4	53.3	34.4	2.5											
500-999	117	3.4	1.7	2.6	31.6	47.9	11.9	0.9										
1,000-1,499	35	2.9	2.9	2.9	2.9	54.3	20.0	8.5		5.6								
1,500-1,999	8				12.5	50.0	12.5	12.5	12.5									
2,000 or more																		
Total	355	2.2	1.4	7.9	43.9	35.2	7.1	1.4	0.3	0.6								

TABLE 285

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Social Studies, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Social Studies:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	4			50.0	50.0													
100-249	69		8.7	33.3	42.0	13.1		2.9										
250-499	122		0.8	15.6	30.3	39.4	9.9	3.2										0.8
500-999	117			3.4	16.2	41.9	22.2	14.6	1.7									
1,000-1,499	35	2.9			2.9	22.8	34.3	17.1	20.0									
1,500-1,999	8				12.5	25.0	12.5	37.5	12.5									
2,000 or more																		
Total	355	0.3	2.0	13.5	25.0	32.7	14.4	9.0	2.8									0.3

TABLE 286

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Mathematics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Mathematics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	4		25.0	25.0	25.0	25.0												
100-249	69			2.9	24.6	30.5	26.1	11.6	4.3									
250-499	122	0.8		2.5	12.3	24.6	27.8	19.7	9.8	2.5								
500-999	117				5.1	15.4	23.1	23.1	19.6	11.1	1.7		0.9					
1,000-1,499	35		2.9			8.6	11.4	25.8	17.1	17.1	11.4	5.7						
1,500-1,999	8						12.5		25.0	25.0	12.5	12.5	12.5					
2,000 or more																		
Total	355	0.3	0.6	1.7	11.0	20.5	23.6	19.1	13.0	6.8	2.0	0.8	0.6					

TABLE 287

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Agriculture, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Agriculture:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	4	100.0																
100-249	69	14.6	1.4	26.1	56.5	1.4												
250-499	122	11.5	0.8	11.5	72.1	4.1												
500-999	117	27.4	0.9	16.2	52.1	3.4												
1,000-1,499	35	54.3		2.9	42.8													
1,500-1,999	8	50.0	25.0		25.0													
2,000 or more																		
Total	355	23.4	1.4	14.7	57.7	2.8												

TABLE 288

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Business Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Business Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	4				75.0		25.0											
100-249	69	8.7	1.4	11.6	16.0	37.7	23.2	1.4										
250-499	122	5.7	0.8	18.9	19.7	23.0	22.1	8.2	1.6									
500-999	117	0.9	0.9	9.4	11.1	24.8	35.9	11.9	4.2			0.9						
1,000-1,499	35	2.9			2.9	11.4	37.1	22.8	8.6	11.4	2.9							
1,500-1,999	8			12.5		12.5		25.0		37.5	12.5							
2,000 or more																		
Total	355	4.2	0.8	12.1	14.7	24.8	27.9	9.8	2.8	2.0	0.6	0.3						

TABLE 289

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Home Economics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Home Economics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	4			75.0	25.0													
100-249	69	10.1	1.4	16.0	65.3	5.8	1.4											
250-499	122	3.2	0.9	12.3	62.3	20.4		0.9										
500-999	117	6.0	0.9	16.2	41.0	34.2	1.7											
1,000-1,499	35	5.7	2.9	8.6	45.7	37.1												
1,500-1,999	8			25.0	25.0	25.0	25.0											
2,000 or more																		
Total	355	5.6	1.1	14.9	53.0	23.7	1.4	0.3										

TABLE 290

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Industrial Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	4	100.0																
100-249	69	85.5	10.2	4.3														
250-499	122	64.8	25.4	8.2	0.8	0.8												
500-999	117	45.2	24.8	19.7	8.5	0.9	0.9											
1,000-1,499	35	20.0	14.3	28.6	31.4	5.7												
1,500-1,999	8		12.5	37.5	37.5	12.5												
2,000 or more																		
Total	355	56.9	20.6	13.8	7.0	1.4	0.3											

TABLE 291

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in T and I Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in T and I Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	4	75.0	25.0															
100-249	69	82.7	14.5		1.4	1.4												
250-499	122	73.0	17.2	5.7	1.6	2.5												
500-999	117	43.6	29.9	11.1	7.7	3.4	1.7	1.7	0.9									
1,000-1,499	35	22.8	8.6	28.6	14.3	11.4	5.7	8.6										
1,500-1,999	8		25.0	12.5	25.0	12.5		25.0										
2,000 or more																		
Total	355	58.5	20.3	8.7	5.4	3.7	1.1	2.0	0.3									

TABLE 292

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Art, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Art:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	4	100.0																
100-249	69	92.8	1.4	5.8														
250-499	122	94.3	4.1	1.6														
500-999	117	85.4	13.7	0.9														
1,000-1,499	35	54.3	37.1	2.9	5.7													
1,500-1,999	8	25.0	62.5	12.5														
2,000 or more																		
Total	355	85.6	11.3	2.5	0.6													

TABLE 293

Percentage Distribution of South Carolina High Schools, by Number of Course Units Offered in Music, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Music:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	4		75.0		25.0													
100-249	69	45.0	33.3	20.3	1.4													
250-499	122	29.5	26.2	37.7	6.6													
500-999	117	7.7	24.8	51.3	14.5	1.7												
1,000-1,499	35	2.9	8.6	62.8	17.1	8.6												
1,500-1,999	8	12.5		50.0	12.5	25.0												
2,000 or more																		
Total	355	22.0	25.4	41.0	9.6	2.0												

TABLE 294

Number and Per Cent of South Carolina High School Pupils in Grades 9-12, by Total Number of Course Units Available

Total number of course units offered	Grade 9-12 pupils to whom course units are available	
	Number	Per cent
20 or fewer	1,826	1.3
21-25	9,045	6.3
26-30	21,111	14.8
31-35	26,760	18.7
36-40	30,236	21.2
41-45	20,573	14.4
46-50	16,904	11.8
51-55	5,925	4.2
56-60	7,404	5.2
62	1,574	1.1
71	1,412	1.0
Total	142,770	100.0

TABLE 295

Percentage Distribution of South Carolina High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

Subject area	Per cent of pupils with following number of course units available: 0	1	2	3	4	5	6	7	8	9	10 or more
Language Arts			1.6	2.2	41.5	29.7	15.1	6.9	1.3	0.7	1.0
Social Studies	0.9	0.6	5.8	15.9	34.5	19.9	15.7	6.7			
Mathematics	0.2	0.9	0.6	5.4	14.1	19.4	20.2	17.9	11.5	5.3	4.5
Science	2.6	1.7	4.1	28.3	45.1	11.1	4.2	1.0	1.9		
Foreign Languages	7.2	10.0	28.6	6.6	19.8	8.4	6.0	4.8	2.3	2.7	3.6
Art	73.5	22.4	2.8	1.3							
Music	13.0	19.4	50.5	12.8	4.3						
Home Economics	5.4	1.6	13.8	46.2	29.4	3.3	0.3				
Agriculture	32.2	2.9	11.6	51.1	2.2						
Industrial Arts	40.4	20.2	19.9	16.2	3.1	0.2					
Vocational T and I	41.7	21.7	13.8	10.2	5.5	2.4	4.4	0.3			
Business Education	2.7	0.5	8.8	9.7	19.8	29.1	16.2	4.8	6.1	2.0	0.3

TABLE 296

Number and Per Cent of South Carolina High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages
99 or fewer	278	265	14	62	73	5	22.3	27.5	35.7
100-249	10,408	9,871	1,142	2,157	1,140	113	20.7	11.5	9.9
250-499	35,979	31,686	4,514	4,942	3,482	844	13.7	10.9	18.7
500-999	63,866	55,311	12,239	5,945	4,877	369	9.3	8.8	3.0
1,000-1,499	33,311	27,197	8,721	1,318	587	496	4.0	2.2	5.7
1,500-1,999	8,955	7,366	3,717	165	285		1.8	3.9	
2,000 or more									
Total	152,797	131,696	30,347	14,589	10,444	1,827	9.5	7.9	6.0

TABLE 297

Number and Per Cent of South Carolina High School Pupils Taught Language Arts, Social Studies, and Business Education by Teachers without Subject Endorsement on Teaching Certificate by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education
99 or fewer	355	223	122	17	49		4.8	22.0	
100-249	14,017	8,939	3,542	1,139	1,291	251	8.1	14.4	7.1
250-499	46,861	33,159	10,613	3,274	4,070	327	7.0	12.3	3.1
500-999	81,854	60,838	19,022	4,473	3,676	204	5.5	6.0	1.1
1,000-1,499	42,844	32,299	8,867	698	724		1.6	2.2	
1,500-1,999	12,216	9,120	3,429	238	33		1.9	0.4	
2,000 or more									
Total	198,147	144,578	37,495	9,839	9,843	782	5.0	6.8	2.1

TABLE 298

Number and Per Cent of South Carolina High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.
99 or fewer	40		1,441			64			4.4
100-249	379	328	7,400		21	2,255		6.4	30.5
250-499	2,214	2,244	22,729	71	69	2,555	3.2	3.1	11.2
500-999	5,755	6,661	36,733	272	319	2,973	4.7	4.8	8.1
1,000-1,499	4,274	3,534	22,785	81	19	621	1.9	0.5	2.7
1,500-1,999	1,278	1,880	5,253		20	218		1.1	4.2
2,000 or more									
Total	13,940	14,647	96,341	424	448	8,686	3.0	3.1	9.0

* Includes distributive education, trades and industries, day trades, and diversified occupations.

TABLE 299

Number and Per Cent of South Carolina High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music
99 or fewer	77	137	78						
100-249	3,132	3,871	1,763			318			18.0
250-499	7,898	11,700	7,709		43	373		0.4	4.8
500-999	8,421	17,833	14,806		143	1,284		0.8	8.7
1,000-1,499	1,760	7,970	8,295		79	96		1.0	1.2
1,500-1,999	246	1,449	1,997						
2,000 or more									
Total	21,534	42,960	34,648		265	2,071		0.6	6.0

TABLE 300

Per Cent of Classes in South Carolina High Schools within Various Class Size Categories, by Size of School

School size (Pupils enrolled)	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
99 or fewer	188	31.4	18.1	20.2	21.3	2.1	5.8		1.1
100-249	3,132	16.8	17.2	18.1	17.2	14.6	7.3	5.2	3.6
250-499	8,408	6.1	9.7	14.1	17.1	20.2	16.7	9.4	6.7
500-999	13,845	3.2	6.4	11.4	16.2	24.0	21.2	10.3	7.4
1,000-1,499	7,117	1.4	4.5	9.7	15.2	29.1	23.1	10.2	6.8
1,500-1,999	2,082	1.8	4.6	8.6	18.4	31.5	27.1	5.2	2.8
2,000 or more									
Total	34,772	4.8	7.7	12.2	16.5	23.6	19.6	9.2	6.4

TABLE 301

Per Cent of Classes in South Carolina High Schools within Various Class Size Categories, by Subject Area

Subject area	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Language Arts	6,860	0.9	2.9	7.8	17.3	29.0	26.2	10.8	5.1
Mathematics	5,429	2.6	5.0	8.3	16.1	27.9	24.2	10.6	5.3
Science	4,626	2.0	4.2	9.3	15.1	28.5	23.6	11.3	6.0
Social Studies	4,913	1.0	2.8	7.0	15.3	28.2	27.3	12.1	6.3
Foreign Languages	1,324	9.1	11.0	16.4	20.2	25.7	13.4	3.5	0.7
Physical Education	3,168	3.9	7.8	11.4	13.2	15.1	14.7	13.9	20.0
Music	1,240	13.9	10.8	12.6	9.8	11.9	9.6	8.4	23.0
Art	202	7.9	13.4	19.3	17.8	29.7	9.4	2.5	
Business Education	2,136	11.1	16.8	19.1	18.5	18.7	11.8	3.0	1.0
Home Economics	2,105	10.2	18.1	25.0	20.8	15.2	6.5	2.8	1.4
Agriculture	1,210	22.4	22.6	20.8	16.4	8.8	4.3	2.6	2.1
Industrial Arts	711	11.0	20.2	27.3	19.3	13.4	5.8	2.2	0.8
Vocational	848	12.6	21.5	37.5	22.9	4.9	0.5	0.1	
Total	34,772	4.8	7.7	12.2	16.5	23.6	19.6	9.2	6.4

TABLE 302

Number and Per Cent of Tennessee High Schools Grouped by Organizational Pattern and by Size of School

School size (Pupils enrolled)	Grades 7-12		Grades 8-12		Grades 9-12		Grades 10-12		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
99 or fewer	7	3.2			11	6.3	1	2.7	19	4.3
100-249	90	41.3	4	26.7	20	11.4			114	25.6
250-499	75	34.4	5	33.3	68	38.9	6	16.2	154	34.6
500-999	29	13.3	6	40.0	55	31.4	20	54.0	110	24.7
1,000-1,499	11	5.0			16	9.1	8	21.7	35	7.9
1,500-1,999	5	2.3			5	2.9	2	5.4	12	2.7
2,000 or more	1	0.5							1	0.2
Total	218	100.0	15	100.0	175	100.0	37	100.0	445	100.0

TABLE 303

Pupil Enrollment in Tennessee High Schools Grouped by Size and Grade Organization

School size (Pupils enrolled)	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Total
99 or fewer	543		604	53	1,200
100-249	15,951	875	3,485		20,311
250-499	25,987	1,828	26,022	2,320	56,157
500-999	19,962	3,897	38,588	15,639	78,086
1,000-1,499	14,488		18,584	9,446	42,518
1,500-1,999	7,980		8,308	3,158	19,446
2,000 or more	2,467				2,467
Total	87,378	6,600	95,591	30,616	220,185

TABLE 304

College Training of Tennessee High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers							Principals				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	81	8	9.9	70	86.4	3	3.7	16	9	56.2	7	43.8
100-249	951	207	21.8	692	72.8	52	5.4	98	33	33.7	65	66.3
250-499	2,253	561	24.9	1,626	72.2	66	2.9	131	24	18.3	107	81.7
500-999	2,820	903	32.0	1,859	65.9	58	2.1	101	7	6.9	94	93.1
1,000-1,499	1,560	524	33.6	1,022	65.5	14	0.9	31			31	100.0
1,500-1,999	716	269	37.6	444	62.0	3	0.4	11			11	100.0
2,000 or more	101	26	25.7	75	74.3			1			1	100.0
Total	8,482	2,498	29.5	5,788	68.2	196	2.3	389	73	18.8	316	81.2

TABLE 305

College Training of Tennessee High School Librarians and Guidance Counselors by Size of School

School size (Pupils enrolled)	Librarians							Guidance Counselors						
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent	Number	Per cent
99 or fewer	7			7	100.0									
100-249	85	23	27.0	61	71.8	1	1.2	12	5	41.7	7	58.3		
250-499	133	56	42.1	75	56.4	2	1.5	78	38	48.7	39	50.0	1	1.3
500-999	106	67	63.2	38	35.8	1	1.0	100	59	59.0	41	41.0		
1,000-1,499	43	23	53.5	20	46.5			50	31	62.0	19	38.0		
1,500-1,999	22	14	63.6	8	36.4			19	16	84.2	3	15.8		
2,000 or more	2	2	100.0					5	1	20.0	4	80.0		
Total	398	185	46.5	209	52.5	4	1.0	264	150	56.8	113	42.8	1	0.4

TABLE 306

Number and Per Cent of Tennessee High School Teachers Holding Degrees from Tennessee Colleges by Size of School

School size (Pupils enrolled)	Number of high school teachers	Teachers holding degrees from Tennessee colleges	
		Number	Per cent
99 or fewer	81	66	81.5
100-249	951	818	86.0
250-499	2,253	958	42.5
500-999	2,820	348	12.3
1,000-1,499	1,560	259	16.6
1,500-1,999	716	562	78.5
2,000 or more	101	65	64.4
Total	8,482	3,076	36.3

TABLE 307

Per Cent of Tennessee High School Teachers by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of teachers with following years of teaching experience:									
		Less than 1 year	1 year	2 years	3 years	4 years	5 years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	81	6.2	4.9	3.7	4.9	7.4	4.9	23.5	9.9	17.3	17.3
100-249	951	7.5	5.4	4.6	4.7	5.4	4.3	18.0	14.8	11.0	24.3
250-499	2,253	6.9	4.5	4.1	3.9	4.0	4.3	16.5	15.7	10.6	29.5
500-999	2,820	6.0	4.7	4.3	5.3	4.2	4.5	18.3	14.2	10.4	28.1
1,000-1,499	1,560	7.7	7.4	4.3	5.1	4.8	4.5	18.0	13.2	9.4	25.6
1,500-1,999	716	5.6	4.7	5.7	5.2	4.6	3.6	17.6	13.7	10.9	28.4
2,000 or more	101	7.0	2.9	5.9	9.9	5.9	4.0	18.8	20.8	4.0	20.8
Total	8,482	6.7	5.2	4.4	4.8	4.5	4.4	17.7	14.5	10.4	27.4

TABLE 308

Per Cent of Tennessee High School Principals by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of principals with following years teaching experience:				
		5 or fewer years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	16		12.5	18.8	37.5	31.2
100-249	98	5.1	14.3	23.5	16.3	40.8
250-499	131	1.5	8.4	23.7	15.3	51.1
500-999	101	1.0	5.9	12.9	14.9	65.3
1,000-1,499	31		6.5	16.1	16.1	61.3
1,500-1,999	11			9.1	18.2	72.7
2,000 or more	1					100.0
Total	389	2.0	9.0	19.5	16.5	53.0

TABLE 309

Sex of Tennessee High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers					Principals				
	Total number	Men		Women		Total number	Men		Women	
		Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	81	38	46.9	43	53.1	16	16	100.0		
100-249	951	474	49.8	477	50.2	98	98	100.0		
250-499	2,253	1,009	44.8	1,244	55.2	131	129	98.5	2	1.5
500-999	2,820	1,196	42.4	1,624	57.6	101	100	99.0	1	1.0
1,000-1,499	1,560	654	41.9	906	58.1	31	31	100.0		
1,500-1,999	716	295	41.2	421	58.8	11	11	100.0		
2,000 or more	101	49	48.5	52	51.5	1	1	100.0		
Total	8,482	3,715	43.8	4,767	56.2	389	386	99.2	3	0.8

TABLE 310

Annual Salaries of Tennessee High School Teachers, by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of high school teachers whose salaries fall in following salary ranges:											
		$2,500 or less	$2,501 - 3,000	$3,001 - 3,500	$3,501 - 4,000	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 and above
99 or fewer	81	2.5	2.5	22.2	37.0	16.1	11.1	6.2	1.2	1.2			
100-249	951	1.7	6.8	24.2	36.1	16.7	9.3	3.6	1.5	0.1			
250-499	2,253	0.9	5.6	20.4	38.3	20.2	8.9	4.6	0.9			0.1	0.1
500-999	2,820	0.4	2.7	12.4	25.2	22.7	17.0	11.8	7.3	0.5			
1,000-1,499	1,560	0.4	1.1	6.1	12.8	19.4	26.5	24.5	8.9	0.3			
1,500-1,999	716			4.2	4.7	12.8	26.7	32.3	15.4	3.9			
2,000 or more	101	1.0				15.8	40.6	42.6					
Total	8,482	0.6	3.4	13.9	25.7	19.8	16.7	13.3	5.8	0.6		0.1	0.1

TABLE 311

Percentage Distribution of Tennessee Grade 7-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	7	100.0													
100-249	90	23.3	60.0	16.7											
250-499	75	1.3	16.0	48.0	29.4	4.0	1.3								
500-999	29			6.9	27.6	37.9	13.8	13.8							
1,000-1,499	11				9.1		9.1	54.5	18.2			9.1			
1,500-1,999	5						40.0	20.0	20.0		20.0				
2,000 or more	1													100.0	
Total	218	13.3	30.2	24.3	14.2	6.4	3.7	5.0	1.4		0.5	0.5		0.5	

TABLE 312

Percentage Distribution of Tennessee Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249	4			100.0											
250-499	5		20.0	40.0	20.0	20.0									
500-999	6				16.7	66.6	16.7								
1,000-1,499															
1,500-1,999															
2,000 or more															
Total	15		6.7	40.0	13.3	33.3	6.7								

TABLE 313

Percentage Distribution of Tennessee Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	11	90.9	9.1												
100-249	20	15.0	40.0	30.0	10.0	5.0									
250-499	68	2.9	1.5	22.1	38.2	26.5	8.8								
500-999	55				12.7	41.9	32.7	10.9	1.8						
1,000-1,499	16						12.5	37.5	25.0	6.2	12.5		6.3		
1,500-1,999	5							20.0	40.0	20.0	20.0				
2,000 or more															
Total	175	8.6	5.7	12.0	20.0	24.0	14.9	7.4	4.0	1.1	1.7		0.6		

TABLE 314

Percentage Distribution of Tennessee Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges: 20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	1	100.0													
100-249															
250-499	6		16.7	16.7	33.3	33.3									
500-999	20				5.0	45.0	40.0	5.0	5.0						
1,000-1,499	8					12.5		25.0	37.5	12.5	12.5				
1,500-1,999	2						50.0				50.0				
2,000 or more															
Total	37	2.7	2.7	2.7	8.1	32.4	24.3	8.1	10.8	2.7	5.5				

TABLE 315

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Language Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Language Arts: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	19			26.3	42.1	31.6												
100-249	114			2.6	15.8	80.7	0.9											
250-499	154			0.6	5.2	80.0	12.3	1.9										
500-999	110				8.2	53.6	30.0	7.3	0.9									
1,000-1,499	35					22.9	51.4	20.0	5.7									
1,500-1,999	12				8.3	16.8	33.3	33.3	8.3									
2,000 or more	1							100.0										
Total	445			2.0	9.9	65.1	16.9	5.2	0.9									

TABLE 316

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Foreign Languages: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	19	78.9	5.3	15.8														
100-249	114	60.5	26.3	11.4		1.8												
250-499	154	24.0	28.6	33.1	9.1	2.6	2.0	0.6										
500-999	110	5.5	9.1	23.6	20.9	17.3	6.4	10.9	4.5	1.8								
1,000-1,499	35	2.9		2.9	14.3	11.4	25.6	20.0	11.4	2.9	5.7			2.9				
1,500-1,999	12			8.3	8.3	16.7	8.3	16.7	16.7		16.7	8.3						
2,000 or more	1								100.0									
Total	445	28.8	19.1	21.3	9.7	7.0	4.5	4.9	2.7	0.7	0.9	0.2		0.2				

TABLE 317

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Science, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Science:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	19	5.3	26.3	47.3	21.1													
100-249	114	0.9	7.0	28.1	57.9	6.1												
250-499	154			6.5	55.2	35.7	2.6											
500-999	110	0.9		1.8	27.3	60.0	8.2	1.8										
1,000-1,499	35		2.9		22.9	62.8	11.4											
1,500-1,999	12				16.7	58.3	25.0											
2,000 or more	1						100.0											
Total	445	0.7	3.1	11.9	43.8	35.3	4.7	0.5										

TABLE 318

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Social Studies, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Social Studies:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	19		26.3	26.3	31.6	5.3	10.5											
100-249	114	2.6	18.4	43.9	21.9	7.0	5.3	0.9										
250-499	154	1.3	2.0	11.0	26.6	30.5	23.4	5.2										
500-999	110				13.6	42.8	21.8	17.3	1.8	2.7								
1,000-1,499	35				5.7	25.7	31.5	17.1	17.1	2.9								
1,500-1,999	12				8.3	16.7	33.3	16.7	16.7	8.3								
2,000 or more	1							100.0										
Total	445	1.1	6.5	16.2	20.2	25.6	18.7	8.3	2.3	1.1								

TABLE 319

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Mathematics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Mathematics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	19	5.3	21.1	47.2	21.1	5.3												
100-249	114	0.9	2.6	21.9	43.9	22.8	7.0	0.9										
250-499	154		1.3	3.2	22.7	42.3	29.3	0.6	0.6									
500-999	110	0.9			8.2	34.5	46.4	9.1	0.9									
1,000-1,499	35				5.7	17.1	48.6	22.9	5.7									
1,500-1,999	12					16.7	58.3	25.0										
2,000 or more	1						100.0											
Total	445	0.7	2.0	8.8	22.4	31.0	29.0	5.2	0.9									

TABLE 320

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Agriculture, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Agriculture:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	19	73.6	5.3	5.3	5.3	10.5												
100-249	114	34.2	0.9	27.2	21.0	15.8	0.9											
250-499	154	24.7	1.3	15.6	14.3	44.1												
500-999	110	40.0	2.7	10.0	11.8	35.5												
1,000-1,499	35	62.9		5.7	5.7	25.7												
1,500-1,999	12	83.3				16.7												
2,000 or more	1	100.0																
Total	445	37.8	1.6	15.5	13.9	31.0	0.2											

TABLE 321

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Business Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Business Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	19	47.3	15.8	31.6		5.3												
100-249	114	3.5	7.9	24.6	30.7	24.6	8.7											
250-499	154	0.6	2.6	7.8	29.9	37.7	16.2	2.6	1.3	1.3								
500-999	110			1.8	12.7	28.2	32.8	18.2	3.6	0.9	1.8							
1,000-1,499	35				2.9	17.1	22.9	25.7	20.0	5.7	5.7							
1,500-1,999	12				8.3	25.0	16.7	25.0	8.3	16.7								
2,000 or more	1							100.0										
Total	445	3.1	3.6	10.8	21.8	28.5	18.2	8.4	3.1	1.6	0.9							

TABLE 322

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Home Economics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Home Economics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	19	10.5	47.4	26.3	5.3	10.5												
100-249	114	3.5	22.8	27.2	36.0	10.5												
250-499	154	2.0	7.1	20.8	48.7	21.4												
500-999	110	4.5	10.9	14.5	52.8	16.4	0.9											
1,000-1,499	35		8.6	17.1	40.0	34.3												
1,500-1,999	12		16.7	8.3	33.3	41.7												
2,000 or more	1				100.0													
Total	445	3.1	14.2	20.4	43.6	18.5	0.2											

TABLE 323

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Industrial Arts: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	19	73.7	10.5	15.8														
100-249	114	84.2	7.0	4.4	2.6	0.9	0.9											
250-499	154	66.2	12.3	13.0	4.6	3.3	0.6											
500-999	110	31.8	18.2	10.0	20.0	15.5	2.7		0.9	0.9								
1,000-1,499	35		8.6	14.3	28.4	14.3	8.6	14.3	8.6		2.9							
1,500-1,999	12			16.7	16.7	41.7	8.3			8.3				8.3				
2,000 or more	1					100.0												
Total	445	55.6	11.8	10.3	9.9	7.6	2.0	1.1	0.9	0.4	0.2			0.2				

TABLE 324

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in T and I Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in T and I Education: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	19	94.7	5.3															
100-249	114	90.3	7.9	0.9							0.9							
250-499	154	78.6	15.6	2.6	2.6			0.6										
500-999	110	60.9	20.9	12.8	1.8		0.9							0.9				1.8
1,000-1,499	35	40.0	34.1	2.9		2.9	2.9	5.7		2.9		2.9						5.7
1,500-1,999	12	41.8	33.3	8.3						8.3								8.3
2,000 or more	1																	100.0
Total	445	73.8	16.4	4.9	1.3	0.2	0.4	0.7		0.4	0.2	0.2		0.2				1.3

TABLE 325

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Art, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Art: 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	19	100.0																
100-249	114	99.1	0.9															
250-499	154	92.9	5.2	1.9														
500-999	110	60.9	18.2	16.4	4.5													
1,000-1,499	35	34.3	14.3	25.7	20.0	5.7												
1,500-1,999	12		8.3	50.0	25.0	16.7												
2,000 or more	1			100.0														
Total	445	79.5	7.9	8.3	3.4	0.9												

TABLE 326

Percentage Distribution of Tennessee High Schools, by Number of Course Units Offered in Music, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Music:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	19	63.2	26.3	10.5														
100-249	114	78.0	11.4	5.3	2.6	1.8	0.9											
250-499	154	44.7	13.7	18.2	13.7	7.8	1.9											
500-999	110	5.5	10.9	31.8	33.6	8.2	9.1	0.9										
1,000-1,499	35		2.9	14.3	31.4	25.7	11.4	8.6	5.7									
1,500-1,999	12			8.3	25.0	41.7	16.7	8.3										
2,000 or more	1								100.0									
Total	445	39.5	11.7	17.3	16.9	8.3	4.5	1.1	0.7									

TABLE 327

Number and Per Cent of Tennessee High School Pupils in Grades 9-12 by Total Number of Course Units Available

Total number of course units offered	Grade 9-12 pupils to whom course units are available	
	Number	Per cent
20 or fewer	3,967	2.1
21-25	11,033	5.9
26-30	19,011	10.1
31-35	25,217	13.4
36-40	39,743	21.1
41-45	31,702	16.9
46-50	25,434	13.5
51-55	16,219	8.6
56-60	3,694	2.0
61-65	7,923	4.2
67	1,031	0.5
72	1,322	0.7
76	1,816	1.0
Total	188,112	100.0

TABLE 328

Percentage Distribution of Tennessee High School Pupils in Grades 9-12 by Number of Course Units Available in Selected Subject Areas

	Per cent of pupils with following number of course units available:										
Subject area	0	1	2	3	4	5	6	7	8	9	10 or more
Language Arts			0.5	6.3	51.8	28.0	11.3	2.1			
Social Studies	0.6	1.6	5.8	15.6	28.4	23.8	15.1	6.4	2.7		
Mathematics	0.5	0.5	2.6	12.3	29.6	41.8	10.9	1.8			
Science	0.5	1.2	4.1	34.0	49.5	9.8	0.9				
Foreign Languages	12.8	11.9	18.7	13.0	10.4	10.0	10.6	7.3	1.3	2.5	1.5
Art	60.5	10.9	16.5	9.4	2.7						
Music	18.2	8.8	19.9	25.8	13.8	8.7	2.8	2.0			
Home Economics	2.4	9.8	17.0	47.4	23.1	0.3					
Agriculture	44.3	1.4	10.2	10.7	33.3	0.1					
Industrial Arts	34.0	11.3	11.7	16.7	15.1	3.6	2.5	2.4	1.2	1.4	0.1
Vocational T and I	60.4	21.7	7.1	1.6	0.4	1.0	1.3		1.4	0.1	5.0
Business Education	0.6	1.3	4.0	14.3	27.3	24.1	16.6	6.7	3.2	1.9	

TABLE 329

Per Cent of Classes in Tennessee High Schools within Various Class Size Categories, by Size of School

School size (Pupils enrolled)	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
99 or fewer	382	26.4	27.0	17.0	12.8	11.0	2.4	1.6	1.8
100-249	4,182	8.5	13.1	18.4	21.3	16.4	11.7	7.3	3.3
250-499	10,223	3.6	7.5	14.9	18.9	22.1	18.6	10.2	4.2
500-999	13,075	2.2	4.3	9.5	18.8	27.9	21.3	10.9	5.1
1,000-1,499	7,029	1.8	2.7	7.2	17.7	31.3	26.2	8.2	4.9
1,500-1,999	3,084	1.1	2.1	9.1	14.2	27.8	29.2	12.2	4.3
2,000 or more	396	3.5	2.0	6.1	15.2	21.5	45.1	4.3	2.3
Total	38,371	3.3	5.9	11.5	18.4	25.5	21.1	9.8	4.5

TABLE 330

Per Cent of Classes in Tennessee High Schools within Various Class Size Categories, by Subject Area

Subject area	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Language Arts	7,942	0.5	1.9	7.3	19.3	31.7	27.8	10.7	0.8
Mathematics	4,912	3.6	4.4	8.1	16.9	29.6	24.6	11.7	1.1
Science	4,727	1.9	3.9	7.4	15.4	30.8	28.5	11.2	0.9
Social Studies	4,577	0.7	2.5	7.9	16.4	29.2	27.6	14.3	1.4
Foreign Languages	1,572	6.5	9.0	15.3	22.3	26.1	16.6	4.0	0.2
Physical Education	4,438	3.0	3.5	8.4	12.8	16.2	16.9	13.5	25.7
Music	1,132	11.1	9.5	10.8	10.8	11.5	11.0	8.0	27.3
Art	362	2.5	6.1	19.1	24.7	22.4	13.3	8.0	3.9
Business Education	3,119	4.2	8.2	13.7	19.2	24.7	19.2	10.0	0.8
Industrial Arts	4,507	7.6	16.5	26.1	26.9	16.4	5.4	0.8	0.3
Total	1,083	9.0	15.0	28.6	25.7	15.1	4.9	1.1	0.6
Total	38,371	3.3	5.9	11.5	18.4	25.5	21.1	9.8	4.5

TABLE 331

Number and Per Cent of Virginia High Schools Grouped by Organizational Pattern and by Size of School

School size (Pupils enrolled)	Grades 7-12 No.	Grades 7-12 Per cent	Grades 8-12 No.	Grades 8-12 Per cent	Grades 9-12 No.	Grades 9-12 Per cent	Grades 10-12 No.	Grades 10-12 Per cent	Total No.	Total Per cent
99 or fewer			15	4.5					15	4.0
100-249			78	23.4					78	20.7
250-499			102	30.7	1	3.3			103	27.4
500-999			89	26.7	7	23.4	2	15.4	98	26.1
1,000-1,499			31	9.3	7	23.3	4	30.8	42	11.2
1,500-1,999			15	4.5	9	30.0	1	7.7	25	6.6
2,000 or more			3	0.9	6	20.0	6	46.1	15	4.0
Total			333	100.0	30	100.0	13	100.0	376	100.0

TABLE 332

Pupil Enrollment in Virginia High Schools Grouped by Size and Grade Organization

School size (Pupils enrolled)	Grades 7-12	Grades 8-12	Grades 9-12	Grades 10-12	Total
99 or fewer		1,036			1,036
100-249		14,042			14,042
250-499		36,872	418		37,290
500-999		60,985	5,375	1,446	67,806
1,000-1,499		37,228	8,970	5,112	51,310
1,500-1,999		25,859	15,593	1,631	43,083
2,000 or more		6,505	13,974	15,326	35,805
Total		182,527	44,330	23,515	250,372

TABLE 333

College Training of Virginia High School Teachers and Principals by Size of School

School size (Pupils enrolled)	Teachers							Principals				
	Total number	Master's degree or above		Bachelor's degree		Less than bachelor's degree		Total number	Master's degree or above		Bachelor's degree	
		Number	Per cent	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent
99 or fewer	92	8	8.7	72	78.3	12	13.0	15	9	60.0	6	40.0
100-249	854	79	9.3	720	84.3	55	6.4	78	53	67.9	25	32.1
250-499	1,867	207	11.1	1,566	83.9	94	5.0	103	85	82.5	18	17.5
500-999	3,080	522	16.9	2,462	79.9	96	3.2	98	89	90.8	9	9.2
1,000-1,499	2,307	469	20.3	1,790	77.6	48	2.1	42	40	95.2	2	4.8
1,500-1,999	1,990	466	23.4	1,495	75.1	29	1.5	25	25	100.0		
2,000 or more	1,598	470	29.4	1,104	69.1	24	1.5	15	10	66.7	5	33.3
Total	11,788	2,221	18.8	9,209	78.1	358	3.1	376	311	82.7	65	17.3

TABLE 334

Number and Per Cent of Virginia High School Teachers Holding Degrees from Virginia Colleges, by Size of School

School size (Pupils enrolled)	Number of high school teachers	Teachers holding degrees from Virginia colleges	
		Number	Per cent
99 or fewer	92	55	59.8
100-249	854	574	67.2
250-499	1,867	1,257	67.3
500-999	3,080	1,811	58.8
1,000-1,499	2,307	1,354	58.7
1,500-1,999	1,990	851	42.8
2,000 or more	1,598	671	42.0
Total	11,788	6,573	55.7

TABLE 335

Per Cent of Virginia High School Teachers by Total Years of Teaching Experience by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of teachers with following years of teaching experience:									
		Less than 1 year	1 year	2 years	3 years	4 years	5 years	6-10 years	11-15 years	16-20 years	21 or more years
99 or fewer	92	17.4	10.9	8.7	5.4	1.1	5.4	19.5	10.9	12.0	8.7
100-249	854	10.0	7.0	6.6	5.9	4.8	5.0	21.5	15.2	9.6	14.4
250-499	1,867	8.7	8.8	6.9	7.0	4.7	5.1	19.7	13.8	8.9	16.4
500-999	3,080	8.7	8.5	6.6	6.1	5.2	5.1	18.2	14.4	8.3	18.9
1,000-1,499	2,307	11.0	8.8	7.5	6.8	4.7	4.7	17.7	12.4	7.3	19.1
1,500-1,999	1,990	11.7	9.9	7.8	8.4	7.0	4.5	18.7	11.8	6.7	13.5
2,000 or more	1,598	11.0	9.9	7.6	6.0	5.8	5.5	15.5	11.6	7.5	19.6
Total	11,788	10.1	8.9	7.2	6.7	5.3	5.0	18.4	13.1	8.0	17.3

TABLE 336

Annual Salaries of Virginia High School Teachers, by Size of School

School size (Pupils enrolled)	Number of high school teachers	Per cent of high school teachers whose salaries fall in following salary ranges:											
		$2,500 or less	$2,501 - 3,000	$3,001 - 3,500	$3,501 - 4,000	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 and above
99 or fewer	92	7.6	8.7	3.2	23.9	17.4	28.3	6.5	2.2	2.2			
100-249	854	2.3	2.0	4.5	14.3	19.8	33.7	11.6	7.7	3.0	0.7	0.4	
250-499	1,867	1.0	1.1	4.3	15.1	20.4	37.9	9.8	6.7	1.9	1.0	0.3	0.5
500-999	3,080	1.0	0.7	2.1	13.9	17.5	34.4	12.5	8.2	4.5	2.4	0.8	2.0
1,000-1,499	2,307	0.5	0.5	1.8	7.8	19.5	23.8	14.0	16.1	8.4	3.7	1.9	2.0
1,500-1,999	1,990	0.5	0.3	0.2	3.3	17.2	18.8	14.2	13.9	10.6	6.8	5.2	9.0
2,000 or more	1,598	0.4	0.3	0.4	0.4	21.0	16.0	10.4	19.5	12.2	5.1	2.1	11.4
Total	11,788	0.9	0.8	2.0	9.4	19.1	27.6	12.2	11.9	6.8	3.4	1.8	4.1

TABLE 337

Annual Salaries of Virginia High School Principals, by Size of School

School size (Pupils enrolled)	Number of high school principals	Per cent of high school principals whose salaries fall in following salary ranges: $4,000 or less	$4,001 - 4,500	$4,501 - 5,000	$5,001 - 5,500	$5,501 - 6,000	$6,001 - 6,500	$6,501 - 7,000	$7,001 - 7,500	$7,501 - 8,000	$8,001 - 8,500	$8,501 - 9,000	$9,001 - 9,500	$9,501 - 10,000	$10,001 or above
99 or fewer	15			13.3	20.0	13.3	20.0	33.4							
100-249	78				5.1	17.9	34.6	28.2	9.0		2.6	1.3	1.3		
250-499	103				1.0	9.7	25.2	32.0	16.5	7.8	6.8				1.0
500-999	98	1.0				1.0	9.2	25.5	23.5	18.4	9.2	4.1	5.1	1.0	2.0
1,000-1,499	42							2.4	19.0	14.3	11.9	14.3	16.7	9.5	11.9
1,500-1,999	25							4.0		4.0	4.0	8.0	16.0	12.0	52.0
2,000 or more	15						6.7					6.7	13.3	20.0	53.3
Total	376	0.3		0.5	2.1	7.2	17.6	23.1	14.6	8.8	6.4	3.7	5.1	2.9	7.7

TABLE 338

Percentage Distribution of Virginia Grade 8-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges: 20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer	15	26.7	26.7	20.0		13.3	13.3								
100-249	78			7.7	39.7	25.6	16.7	7.7	2.6						
250-499	102			1.0	11.8	23.5	35.3	19.6	5.9	2.9					
500-999	89					7.9	15.7	15.7	25.8	25.8	5.6	3.5			
1,000-1,499	31					6.5	3.2	12.9	25.8	16.1	16.1	9.7	6.5	3.2	
1,500-1,999	15							6.8	13.3	20.0	13.3	13.3		13.3	20.0
2,000 or more	3										33.3		66.7		
Total	333	1.2	1.2	3.0	12.9	16.5	19.9	13.5	12.3	10.2	3.9	2.4	1.2	0.9	0.9

TABLE 339

Percentage Distribution of Virginia Grade 9-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges: 20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249															
250-499	1										100.0				
500-999	7						14.3	42.8	14.3	14.3	14.3				
1,000-1,499	7									14.3	14.3	28.5	14.3	14.3	14.3
1,500-1,999	9											11.2	44.4	22.2	22.2
2,000 or more	6												33.3	66.7	
Total	30						3.3	10.0	3.3	6.8	10.0	10.0	23.3	23.3	10.0

TABLE 340

Percentage Distribution of Virginia Grade 10-12 High Schools by Number of Course Units Offered in All Subjects, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools with total course units in following ranges:													
		20 or fewer	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81 or more
99 or fewer															
100-249															
250-499															
500-999	2								50.0			50.0			
1,000-1,499	4								50.0	25.0				25.0	
1,500-1,999	1														100.0
2,000 or more	6										16.7	33.3	33.3	16.7	
Total	13								23.1	7.7	7.7	23.1	15.4	15.3	7.7

TABLE 341

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Language Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Language Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	15			6.7	13.3	6.7	60.0	13.3										
100-249	78					2.6	74.4	17.9	5.1									
250-499	103					1.0	67.9	26.2	4.9									
500-999	98					1.0	48.0	35.7	13.3	2.0								
1,000-1,499	42						21.4	35.8	26.2	9.5	7.1							
1,500-1,999	25						8.0	16.0	28.0	24.0	12.0	4.0	8.0					
2,000 or more	15							26.7		53.2	6.7	6.7	6.7					
Total	376			0.3	0.5	1.3	51.9	26.9	10.6	5.3	1.9	0.5	0.8					

TABLE 342

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Foreign Languages, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Foreign Languages:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	15	20.0	26.7	53.3														
100-249	78	12.8	17.9	44.9	12.8	10.3		1.3										
250-499	103	1.9	9.7	34.0	12.6	29.2	8.7	3.9										
500-999	98		1.0	15.3	8.2	28.6	12.2	17.4	5.1	4.1	6.1	1.0		1.0				
1,000-1,499	42			2.4		19.0	9.5	11.9	11.9	9.6	9.5	14.3	4.8	7.1				
1,500-1,999	25			4.0		4.0	8.0	8.0	4.0	12.0	8.0	12.0	12.0	20.0	8.0			
2,000 or more	15					6.7		6.7			33.3	13.3	13.3	20.0	6.7			
Total	376	4.0	7.7	25.3	8.2	20.2	7.2	8.0	2.9	2.9	4.5	3.2	1.9	3.2	0.8			

TABLE 343

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Science, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Science:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	15		6.7	6.7	33.3	40.0	13.3											
100-249	78			1.3	12.8	69.2	15.4	1.3										
250-499	103				3.9	42.7	50.5	2.9										
500-999	98				2.0	32.7	57.1	8.2										
1,000-1,499	42			2.4	2.4	16.7	57.1	21.4										
1,500-1,999	25		4.0			16.0	24.0	36.0	16.0	4.0								
2,000 or more	15				6.7	33.3	53.3		6.7									
Total	376		0.5	0.8	6.1	40.5	42.7	7.8	1.3	0.3								

TABLE 344

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Social Studies, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Social Studies:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	15			13.3	40.1	20.0	13.3	13.3										
100-249	78				9.0	29.5	46.1	12.8	2.6									
250-499	103				1.9	7.8	57.3	22.3	7.8	2.9								
500-999	98				2.0	12.2	43.9	38.8	3.1									
1,000-1,499	42				2.4	11.9	33.3	35.7	11.9	4.8								
1,500-1,999	25					12.0	44.0	24.0	20.0									
2,000 or more	15					26.7	40.0	13.3	13.3	6.7								
Total	376			0.5	4.8	15.4	45.6	25.5	6.6	1.6								

TABLE 345

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Mathematics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Mathematics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	15		6.7		40.0		20.0	33.3										
100-249	78				6.4	19.2	30.8	35.9	5.1	2.6								
250-499	103					3.9	20.4	49.5	20.4	5.8								
500-999	98					1.0	8.2	48.0	29.6	12.2	1.0							
1,000-1,499	42							26.2	38.0	28.6	4.8			2.4				
1,500-1,999	25							20.0	28.0	40.0	8.0		4.0					
2,000 or more	15							33.3	26.7	26.7		13.3						
Total	376		0.3		2.9	5.3	14.9	40.5	21.5	12.2	1.3	0.5	0.3	0.3				

TABLE 346

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Agriculture, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Agriculture:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	15	80.1			6.6	6.7				6.6								
100-249	78	41.0		1.3		19.2	15.4	14.1	6.4	2.6								
250-499	103	31.1		1.0	7.8	21.4	9.7	23.3	3.8	1.9								
500-999	98	31.6		2.0	1.0	16.4	10.2	33.7	2.0	3.1								
1,000-1,499	42	61.9	2.4		2.4	14.3	11.9	4.7	2.4									
1,500-1,999	25	76.0			4.0	8.0		8.0	4.0									
2,000 or more	15	93.3		6.7														
Total	376	44.1	0.3	1.3	3.2	16.5	9.8	19.1	3.5	2.2								

TABLE 347

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Business Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Business Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	15	6.7	13.3	13.3	13.4	13.3	20.0	13.3	6.7									
100-249	78	1.3	1.3	1.3	24.4	24.4	30.7	11.5		5.1								
250-499	103				3.9	18.4	27.2	30.1	18.4	1.0		1.0						
500-999	98		1.0	1.0	1.0	4.1	19.4	25.5	20.4	11.2	12.3	3.1	1.0					
1,000-1,499	42					2.4		19.1	14.3	19.1	23.8	7.1	7.1	7.1				
1,500-1,999	25		4.0			4.0	4.0	16.0	4.0	12.0	28.0	12.0	8.0	4.0				4.0
2,000 or more	15	6.7					6.7			6.7	13.3	26.6	13.3	13.3	6.7	6.7		
Total	376	0.8	1.3	1.1	6.9	12.2	20.2	21.1	12.5	7.4	8.2	3.7	2.1	1.6	0.3	0.3		0.3

TABLE 348

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Home Economics, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Home Economics:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	15	53.3		6.7	6.7	20.0	13.3											
100-249	78	3.8	2.6	5.1	33.3	24.4	30.8											
250-499	103		1.9	5.8	23.3	45.7	22.3	1.0										
500-999	98			5.1	22.5	41.8	25.5	5.1										
1,000-1,499	42			2.4	42.9	38.0	16.7											
1,500-1,999	25			4.0	16.0	52.0	20.0	8.0										
2,000 or more	15	6.7		6.7	13.3	40.0	13.3	20.0										
Total	376	3.2	1.1	5.1	25.8	38.5	23.4	2.9										

TABLE 349

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Industrial Arts, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Industrial Arts:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	15	60.0	6.7	13.2	6.7	6.7	6.7											
100-249	78	69.2	6.4	6.4	9.0	3.8	2.6	2.6										
250-499	103	65.0	9.7	6.8	6.8	5.8	2.9	1.0		1.0	1.0							
500-999	98	24.4	18.4	15.3	18.4	13.3	3.1	3.1	2.0		2.0							
1,000-1,499	42	11.9	2.4	21.5	7.1	19.0	16.7	11.9	7.1		2.4							
1,500-1,999	25		12.0	16.0	16.0	12.0	8.0	8.0	16.0	12.0								
2,000 or more	15				20.0	13.3	20.0	13.3	20.0		13.4							
Total	376	42.2	10.1	11.2	11.4	9.6	5.6	4.0	3.2	1.1	1.6							

TABLE 350

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in T and I Education, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in T and I Education:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	15	93.3	6.7															
100-249	78	88.5	3.8	3.8						2.6				1.3				
250-499	103	80.5	1.0	9.6		3.9	1.0	1.0		1.0						1.0		1.0
500-999	98	46.9	3.1	7.1	5.1	15.3	1.0	8.2	1.0	5.1		3.1				1.0		3.1
1,000-1,499	42	33.3	2.4	11.9		11.9	2.4	16.6		7.1	2.4	7.1	4.9					
1,500-1,999	25	20.0	8.0	12.0	4.0	28.0		4.0		4.0	8.0			4.0	8.0			
2,000 or more	15	20.0		6.6		20.0	6.6	6.7	6.7	20.0				6.7			6.7	
Total	376	62.3	2.9	7.7	1.6	9.0	1.1	4.8	0.5	4.0	0.8	1.6	0.5	0.8	0.5	0.5	0.3	1.1

TABLE 351

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Art, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Art:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	15	86.7	13.3															
100-249	78	75.6	15.4	7.7	1.3													
250-499	103	72.8	11.7	10.7	1.9	2.9												
500-999	98	37.7	18.4	27.6	13.3	2.0	1.0											
1,000-1,499	42	19.0	11.9	23.8	28.6	14.3				2.4								
1,500-1,999	25	4.0	8.0	28.0	12.0	36.0	12.0											
2,000 or more	15		6.7	6.7	33.3	33.3	13.3	6.7										
Total	376	51.3	13.8	16.5	9.6	6.6	1.6	0.3		0.3								

TABLE 352

Percentage Distribution of Virginia High Schools, by Number of Course Units Offered in Music, by Size of School

School size (Pupils enrolled)	Number of high schools	Per cent of high schools offering following number of course units in Music:																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 or more
99 or fewer	15	53.3	33.3	6.7		6.7												
100-249	78	29.5	30.8	32.0	6.4	1.3												
250-499	103	19.4	36.9	29.1	8.7	2.9	1.0	1.0				1.0						
500-999	98		32.7	33.6	18.4	10.2	3.1	1.0		1.0								
1,000-1,499	42	2.4	23.8	26.3	19.0	19.0	7.1			2.4								
1,500-1,999	25			4.0	16.0	16.0	20.0	24.0	8.0	4.0	8.0							
2,000 or more	15				6.7	20.0	26.7	13.3	13.3		6.7	13.3						
Total	376	13.8	28.8	26.9	12.0	8.0	4.3	2.7	1.1	0.8	0.8	0.8						

TABLE 353

Number and Per Cent of Virginia High School Pupils in Grades 9-12, by Total Number of Course Units Available

Total number of course units offered	Grade 9-12 pupils to whom course units are available	
	Number	Per cent
20 or fewer	147	0.1
21-25	207	0.1
26-30	969	0.5
31-35	6,237	3.1
36-40	13,143	6.5
41-45	19,465	9.6
46-50	19,702	9.8
51-55	25,820	12.8
56-60	24,689	12.2
61-65	16,491	8.2
66-70	17,145	8.5
71-75	24,810	12.3
76-80	22,084	10.9
81-85	6,454	3.2
86-90	4,350	2.2
Total	201,713	100.0

TABLE 354

Percentage Distribution of Virginia High School Pupils in Grades 9-12, by Number of Course Units Available in Selected Subject Areas

Subject area	Per cent of pupils with following number of course units available:										
	0	1	2	3	4	5	6	7	8	9	10 or more
Language Arts			0.1	0.1	0.6	30.0	28.3	14.5	17.0	5.1	4.3
Social Studies			0.1	2.1	16.1	42.9	26.5	10.0	2.3		
Mathematics		0.1		0.4	1.7	6.5	35.2	28.9	20.8	2.7	3.7
Science		0.9	0.5	3.6	30.5	45.9	13.3	4.6	0.7		
Foreign Languages	0.9	2.2	11.0	4.6	16.2	7.2	10.2	4.5	5.0	10.8	27.4
Art	26.2	11.7	19.6	18.4	17.2	5.1	1.1		0.7		
Music	4.4	18.4	19.8	14.7	13.6	11.5	6.8	4.0	1.6	3.0	2.2
Home Economics	1.5	0.4	5.0	24.0	42.7	20.4	6.0				
Agriculture	59.6	0.4	1.8	2.5	10.9	6.6	14.3	2.6	1.3		
Industrial Arts	20.5	8.5	11.8	12.8	12.9	9.9	8.2	9.1	2.7	3.6	
Vocational T and I	38.6	3.4	8.9	2.0	16.1	2.0	8.2	1.7	6.9	2.0	10.2
Business Education	1.2	0.3	0.4	1.8	5.4	11.4	16.2	11.5	10.7	16.3	24.8

TABLE 355

Number and Per Cent of Virginia High School Pupils Taught Mathematics, Science, and Foreign Languages by Teachers without Subject Endorsement on Teaching Certificate by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages	Mathematics	Science	Foreign Languages
99 or fewer	881	947	176	162	283	8	18.4	30.2	4.5
100-249	10,208	10,612	1,915	1,833	2,907	205	18.0	27.4	10.7
250-499	27,084	26,442	7,119	2,781	6,237	579	10.3	23.6	8.1
500-999	47,511	44,489	14,739	4,979	4,578	707	10.5	10.3	4.8
1,000-1,499	36,812	31,356	15,401	2,306	3,429	75	6.3	10.9	0.5
1,500-1,999	32,650	28,087	14,832	1,087	1,626	94	3.3	5.8	0.6
2,000 or more	23,391	21,120	10,863	674	1,766	426	2.9	8.4	3.9
Total	178,537	163,053	65,045	13,822	20,826	2,094	7.7	12.8	3.2

TABLE 356

Number and Per Cent of Virginia High School Pupils Taught Language Arts, Social Studies and Business Education by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education	Language Arts	Social Studies	Business Education
99 or fewer	1,102	936	507	210	238	69	19.1	25.4	13.6
100-249	14,597	11,193	5,020	1,434	2,444	629	9.8	21.8	12.5
250-499	37,229	29,130	13,446	3,228	5,465	1,162	8.7	18.8	8.6
500-999	66,402	49,643	24,211	3,170	5,814	1,350	4.8	11.7	5.6
1,000-1,499	50,579	36,512	19,115	2,027	3,020	379	4.0	8.3	2.0
1,500-1,999	43,584	33,394	14,710	1,317	1,533	86	3.0	4.6	0.6
2,000 or more	34,351	27,066	12,007	656	1,125	257	1.9	4.2	2.1
Total	247,844	187,874	89,016	12,042	19,640	3,932	4.9	10.5	4.4

TABLE 357

Number and Per Cent of Virginia High School Pupils Taught Industrial Arts, Vocational Subjects,* and Health and Physical Education by Teachers without Subject Endorsement on Teaching Certificate by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.	Industrial Arts	Vocational	Health and Phy. Educ.
99 or fewer	83	18	671			322			48.0
100-249	1,077	372	10,184	15	26	3,055	1.4	7.0	30.0
250-499	2,342	888	26,507	342	144	4,500	14.6	16.2	17.0
500-999	7,012	1,665	45,506	961	153	6,258	13.7	9.2	13.8
1,000-1,499	6,923	910	30,753	226	90	1,735	3.3	10.0	5.6
1,500-1,999	7,671	709	25,843	379	41	300	4.9	5.8	1.2
2,000 or more	7,410	595	21,491	93	194	187	1.3	32.6	0.9
Total	32,518	5,157	160,955	2,016	648	16,357	6.2	12.6	10.2

* Includes distributive education, trades and industries, day trades, and diversified occupations.

TABLE 358

Number and Per Cent of Virginia High School Pupils Taught Agriculture, Home Economics, and Music by Teachers without Subject Endorsement on Teaching Certificate, by Size of School

School size (Pupils enrolled)	Number of pupil-class units taught by subject			Number of pupil-class units taught by noncertificated teacher			Per cent of pupil-class units taught by noncertificated teacher		
	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music	Agriculture	Home Economics	Music
99 or fewer	142	159	117			99			84.6
100-249	2,230	3,758	2,397	66	115	260	3.0	3.1	10.8
250-499	4,548	7,577	6,054	148	218	756	3.3	2.9	12.5
500-999	687	11,863	10,352		118	882		1.0	8.5
1,000-1,499	1,762	6,396	6,981			199			2.9
1,500-1,999	749	5,696	5,899		77			1.4	
2,000 or more	23	4,444	4,276			206			4.8
Total	10,141	39,893	36,076	214	528	2,402	2.1	1.3	6.7

TABLE 359

Per Cent of Classes in Virginia High Schools within Various Class Size Categories, by Size of School

School size (Pupils enrolled)	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
99 or fewer	404	38.1	24.5	18.1	9.9	7.2	0.7	1.0	0.5
100-249	3,742	20.2	16.8	17.2	18.1	13.7	8.2	3.8	2.0
250-499	8,015	9.6	12.0	15.3	20.0	19.4	13.3	6.1	4.3
500-999	13,023	5.5	9.2	12.9	19.5	25.0	16.9	6.1	4.9
1,000-1,499	9,388	3.2	6.6	12.1	18.9	31.7	18.7	5.4	3.4
1,500-1,999	8,269	2.1	5.1	12.5	21.0	34.6	17.5	4.7	2.5
2,000 or more	6,085	2.1	4.7	9.2	18.6	32.8	17.2	9.5	5.9
Total	48,926	6.1	8.6	13.0	19.4	27.0	16.0	5.9	4.0

TABLE 360

Per Cent of Classes in Virginia High Schools within Various Class Size Categories, by Subject Area

Subject area	Total number of classes	Per cent of classes in following size ranges:							
		1-10	11-15	16-20	21-25	26-30	31-35	36-40	41 or more
Language Arts	9,272	1.9	3.8	9.7	22.7	35.1	19.4	5.9	1.5
Mathematics	6,882	4.4	5.4	10.6	20.8	32.5	19.1	5.3	1.9
Science	6,203	2.8	4.2	10.3	22.2	35.9	18.2	4.6	1.8
Social Studies	6,741	0.9	2.8	8.7	19.3	34.6	23.9	6.9	2.9
Foreign Languages	2,917	8.3	11.3	17.4	23.9	28.1	9.1	1.6	0.3
Physical Education	5,017	2.6	3.8	6.5	12.1	16.6	20.1	19.0	19.3
Music	1,270	14.5	13.3	11.7	8.2	11.0	8.1	6.2	27.0
Art	739	8.7	15.7	31.9	26.9	10.8	3.5	1.8	0.7
Business Education	3,982	9.7	12.5	17.0	20.4	24.8	12.3	2.8	0.5
Home Economics	2,492	19.9	30.0	28.5	14.0	4.5	1.8	0.8	0.5
Agriculture	1,141	34.8	34.7	18.7	8.1	2.3	0.9	0.1	0.4
Industrial Arts	1,898	13.6	25.8	31.7	20.1	6.6	1.4	0.1	0.7
Vocational	372	34.4	28.5	20.4	11.3	4.6	0.8		
Total	48,926	6.1	8.6	13.0	19.4	27.0	16.0	5.9	4.0

TABLE 361

Number and Per Cent of Virginia High School Graduates Entering College

School size (Pupils enrolled)	Number high schools	Number of graduates	Graduates entering college	per cent
99 or fewer	13	127	38	29.9
100-249	63	1,497	386	25.8
250-499	89	3,707	1,056	28.5
500-999	88	7,280	2,394	32.9
1,000-1,499	33	4,880	2,114	43.3
1,500-1,999	22	5,347	2,730	51.0
2,000 or more	10	4,451	2,584	58.0
Total	318*	27,289	11,302	41.4

* Data not available for all high schools.

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Appendix A

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APPENDIX A

TABLE I

Population Change, United States Regions and the Southeast, 1950-1960

	1960	1950	Change	Per cent Change
United States	179,323,175	151,325,798	27,997,377	18.5
Northeast	44,677,819	39,477,986	5,199,833	13.2
North Central	51,619,139	44,460,762	7,158,377	16.1
West	28,053,104	20,189,962	7,863,142	38.9
The Census South (17 States)	54,973,113	47,197,088	7,776,025	16.5
U. S. except Southeast	142,429,381	119,542,071	22,887,310	19.1
Southeast (11 States)	36,893,794	31,783,727	5,110,067	16.1
Southeast except Florida	31,942,234	29,012,422	2,929,812	10.0
District of Columbia	763,956	802,178	−38,222	−4.8
Delaware	446,292	318,085	128,207	40.3
Maryland	3,100,689	2,343,001	757,688	32.3
West Virginia	1,860,421	2,005,552	145,131	−7.2
Alabama	3,266,740	3,061,743	204,997	6.7
Arkansas	1,786,272	1,909,511	−123,239	−6.5
Florida	4,951,560	2,771,305	2,180,255	78.7
Georgia	3,943,116	3,444,578	498,538	14.5
Kentucky	3,038,156	2,944,806	93,350	3.2
Louisiana	3,257,022	2,683,516	573,506	21.4
Mississippi	2,178,141	2,178,914	−773	—
North Carolina	4,556,155	4,061,929	494,226	12.2
South Carolina	2,382,594	2,117,027	265,567	12.5
Tennessee	3,567,089	3,291,718	275,371	8.4
Virginia	3,966,949	3,318,680	648,269	19.5
Texas	9,579,677	7,711,194	1,868,483	24.2
Oklahoma	2,328,284	2,233,351	94,933	4.3

Source: U. S. Census, Advance Reports, *General Population Characteristics*, PC(A2)-1, March 31, 1961, for the United States, and the same series for each state.

TABLE 2

Components of Change in the Population, United States and the Southeast, 1950-1960

	Net change				Natural	Net migration	
	Number	Per cent	Births	Deaths	increase	Number	Per cent
United States	27,997,377	18.5	40,947,000	15,610,000	25,337,000	2,660,000	1.8
Census South	7,776,025	16.5	13,611,000	4,431,000	9,180,000	−1,404,000	−3.0
Southeast	5,110,067	16.1	9,184,000	2,995,000	6,189,000	−1,080,000	−3.4
Southeast exc. Florida	2,929,812	10.0	8,269,000	2,644,000	5,625,000	−2,697,000	−9.3
Delaware	128,207	40.3	101,000	37,000	64,000	64,000	20.1
Maryland	757,688	32.3	684,000	246,000	438,000	320,000	13.7
District of Columbia	−38,222	−4.8	206,000	86,000	120,000	−158,000	−19.7
West Virginia	−145,131	−7.2	474,000	172,000	302,000	−447,000	−22.3
Alabama	204,997	6.7	851,000	277,000	574,000	−368,000	−12.0
Arkansas	−123,239	−6.5	470,000	161,000	309,000	−433,000	−22.7
Florida	2,180,255	78.7	915,000	351,000	564,000	1,617,000	58.3
Georgia	498,538	14.5	1,031,000	319,000	712,000	−214,000	−6.2
Kentucky	93,350	3.2	766,000	283,000	483,000	−390,000	−13.2
Louisiana	573,506	21.4	885,000	262,000	623,000	−50,000	−1.9
Mississippi	−773	*	639,000	206,000	433,000	−434,000	−19.9
North Carolina	494,226	12.2	1,156,000	334,000	822,000	−328,000	−8.1
South Carolina	265,567	12.5	675,000	188,000	487,000	−222,000	−10.5
Tennessee	275,371	8.4	850,000	302,000	548,000	−273,000	−8.3
Virginia	648,269	19.5	946,000	312,000	634,000	15,000	0.4
Oklahoma	94,933	4.3	520,000	206,000	314,000	−219,000	−9.8
Texas	1,868,483	24.2	2,442,000	687,000	1,755,000	114,000	1.5

Source: U. S. Department of Commerce, Bureau of the Census, *Current Population Reports*, Series P-25, No. 227, April 26, 1961.
* Less than 0.1 per cent.

TABLE 3

Population Change, United States and the Southeast, White and Negro, 1950-1960

	White		Negro	
	Number	Per cent	Number	Per cent
United States	23,682,103	17.5	3,826,894	25.4
Southeast	4,445,794	19.0	613,979	7.4
Southeast except Florida	2,568,864	12.1	336,894	4.4
Alabama	204,018	9.8	654	0.1
Arkansas	−85,804	−5.8	−37,852	−8.9
Florida	1,897,830	87.6	277,085	45.9
Georgia	436,646	18.3	59,834	5.6
Kentucky	77,993	2.8	14,028	6.9
Louisiana	415,032	23.1	156,779	17.8
Mississippi	68,914	5.8	−70,751	−7.2
North Carolina	416,164	14.0	68,668	6.6
South Carolina	257,617	19.9	7,214	0.9
Tennessee	217,496	7.9	56,273	10.6
Virginia	560,888	21.7	82,047	11.2

Source: U. S. Census, *Advance Reports*, Series PC(A2), for the U. S. and each state.

TABLE 4

Net Migration to and from South by Race and Decade, 1870-1960, (in 1,000's)

Decade	Total South			Southeast (11 states)		
	Total	White	Nonwhite	Total	White	Nonwhite
1870-1880	11	82	−71	−304	−205	−99
1880-1890	−411	−328	−83	−515	−405	−110
1890-1900	−143	52	−195	−849	−537	−312
1900-1910	−274	−77	−197	−872	−605	−267
1910-1920	−1,088	−566	−522	−1,219	−642	−577
1920-1930	−1,576	−704	−872	−1,704	−778	−926
1930-1940	−756	−349	−407	−651	−188	−463
1940-1950	−2,135	−538	−1,597	−1,878	−365	−1,513
1950-1960	−1,405	52	−1,457	−1,080	+381	−1,460
Grand Totals	−7,777	−2,376	−5,401	−9,072	−3,344	−5,727

Sources: (1) Compiled by C. Horace Hamilton, *op. cit.*, from Lee, Muller, Brainerd, and Easterlin. *Population Redistribution and Economic Growth in the United States, 1870-1950;* Methodological Considerations and Reference Tables. Philadelphia: American Philosophical Society, 1957. (2) 1940-1960: U. S. Department of Commerce, Bureau of the Census. Current Population Reports, *Population Estimates*. Series P-25, No. 247, April 2, 1962.

TABLE 5

Net Migration to and from the Southern States by Color, 1950-1960

State	Total		White		Nonwhite	
	Number	Rate	Number	Rate	Number	Rate
Total 17 Southern States	1,404,000	−3.0	+52,000	0.1	−1,457,000	−14.1
Total 11 Southeast States	−1,080,000	−2.9	−328,000	−1.2	−1,459,000	−16.3
Total 6 Non-S.E. Southern States	325,000	−1.8	+381,000	2.4	+3,000	0.1
Delaware	+64,000	20.1	+58,000	21.0	+6,000	14.6
Maryland	+320,000	13.7	+284,000	14.5	+36,000	9.3
District of Columbia	−158,000	−19.7	−213,000	−41.1	+54,000	19.2
Virginia	+15,000	0.4	+84,000	3.3	−70,000	−9.5
West Virginia	−447,000	−22.3	−406,000	−21.5	−40,000	−35.0
North Carolina	−328,000	−8.1	−121,000	−4.0	−207,000	−19.2
South Carolina	−222,000	−10.5	−4,000	−0.3	−218,000	−26.5
Georgia	−214,000	−6.2	−9,000	−0.4	−204,000	−19.2
Florida	+1,617,000	58.3	+1,516,000	70.0	+101,000	16.6
Kentucky	−390,000	−13.2	−374,000	−13.7	−15,000	−7.6
Tennessee	−273,000	−8.3	−216,000	−7.8	−57,000	−10.7
Alabama	−368,000	−12.0	−144,000	−6.9	−224,000	−22.8
Mississippi	−434,000	−19.9	−110,000	−9.3	−323,000	−32.7
Arkansas	−433,000	−22.7	−283,000	−19.1	−150,000	−35.0
Louisiana	−50,000	−1.9	+42,000	2.4	−92,000	−10.4
Oklahoma	−219,000	−9.8	−192,000	−9.5	−26,000	−13.0
Texas	+114,000	1.5	+141,000	2.1	−27,000	−2.7

Source: U. S. Bureau of the Census. *Current Population Reports*, Series P-25, No. 247.

TABLE 6

Components of Change in Participation Income, the United States and the South, 1948-1962

(Millions of Dollars)

		Changes due to		
	Total change	National growth	Industry-mix	Regional share
United States	173,667	173,667		
South	29,778	26,538	−3,929	7,169
Virginia	3,954	3,106	184	664
West Virginia	589	1,876	−638	−649
Kentucky	1,867	2,283	−589	173
Tennessee	2,457	2,546	−226	137
North Carolina	3,681	3,140	−872	1,413
South Carolina	1,615	1,523	−386	478
Georgia	3,360	2,633	−312	1,039
Florida	5,907	2,421	337	3,149
Alabama	2,126	2,178	−384	332
Mississippi	1,015	1,348	−479	146
Louisiana	2,335	2,169	−50	216
Arkansas	872	1,315	−514	71

Source: Howard G. Schaller. "Changes in the Southern Economy," paper read at Charlotte, North Carolina, December 9, 1964. To be published in forthcoming volume *The Manpower Revolution in the South* (Raleigh: The Agricultural Policy Institute, North Carolina State University).

TABLE 7

Major Cities in the South, Ranked by Metropolitan Function

City	Rank score on metropolitan function 1950	Rank score on size 1950	U. S. rank 1960	SMSAS Population of metro. areas 1960
SECOND ORDER METROPOLISES				
Atlanta	9.91	6.67	24	1,017,188
Dallas	9.71	6.3[illegible]	22	1,083,360
THIRD ORDER METROPOLISES				
Houston	8.10	7.43	17	1,243,158
New Orleans	7.36	6.77	28	907,123
Memphis	6.62	5.67	39	674,583
Louisville	6.43	6.18	36	725,139
Birmingham	5.94	6.07	43	634,864
SUBDOMINANTS WITH METROPOLITAN CHARACTERISTICS				
Richmond	5.34	4.83	63	436,044
Fort Worth	5.24	5.00	50	573,215
Oklahoma City	5.02	4.81	58	511,833
*Miami	4.90	5.71	25	935,047
Charlotte	4.80	4.11	82	316,781
Jacksonville	4.79	4.70	61	455,411
Tulsa	4.60	4.40	64	418,974
Nashville	4.59	4.79	58	463,628
Little Rock	4.54	4.09	120	242,980
*San Antonio	4.48	5.75	37	716,168
*Norfolk-Portsmouth	4.42	5.28	48	578,507
El Paso	4.38	4.12	83	314,070
SUBDOMINANTS				
Tampa-St. Petersburg	4.18	5.26	32	772,453
Chattanooga	4.11	4.38	90	283,169
Knoxville	3.84	4.88	60	368,080
Shreveport	3.62	4.00	91	281,481
Mobile	3.54	4.29	71	363,389
Savannah	3.46	3.87	133	188,299
Corpus Christi	3.30	3.94	119	221,573
Montgomery	3.25	3.79	127	199,734
Baton Rouge	3.25	3.90	114	230,058
Austin	3.19	3.92	124	212,136

Source: Rupert B. Vance and Nicholas J. Demerath, Editors, *The Urban South* (Chapel Hill: The University of North Carolina Press, 1954).

* Miami because of its resort function and San Antonio and Norfolk-Portsmouth because of military installations probably rank somewhat higher than their basic metropolitan function would place them. They are essentially Subdominants. Port cities, by this method, usually rank lower than cities doing "center work."

TABLE 8

Changes in Employment Status and Occupation of the Labor Force of the Southern States of the United States between 1940 and 1960

Employment and occupation	No. in 1000's		Per cent change	No. in 1000's		Per cent change
	1940	1960		1940	1960	
	White Male			Nonwhite Male		
Total labor force	9,220	10,741	16.5	2,746	2,319	−15.5
unemployed	1,095	465	−57.5	351	169	−51.9
Total employed	8,126	10,276	26.5	2,395	2,151	−10.2
Professional	395	1,024	159.2	37	63	72.8
Farmers	1,868	738	−60.5	621	154	−75.1
Managers	808	1,298	60.6	23	32	37.2
Clerical	948	1,470	55.1	28	83	196.4
Craftsmen	1,032	2,106	104.1	87	185	112.6
Operatives	1,288	1,969	52.9	260	477	83.5
Private Household Workers	11	6	−45.5	65	17	−73.3
Service Workers	360	412	14.4	204	272	33.3
Farm Laborers	867	304	−65.0	570	246	−56.9
Other Laborers	495	538	8.7	489	493	0.8
Not Reported	53	412	677.4	12	128	952.3
	White Female			Nonwhite Female		
Total labor force	2,378	4,985	109.6	1,342	1,546	15.4
unemployed	320	226	−29.4	143	117	−18.2
Total employed	2,058	4,759	131.2	1,199	1,430	19.3
Professional	322	668	107.5	53	107	101.9
Farmers	49	34	−30.6	46	15	−67.4
Managers	103	226	119.4	7	14	100.0
Clerical	640	1,958	205.9	11	67	509.1
Craftsmen	17	55	223.5	1	6	500.0
Operatives	434	807	85.9	60	123	105.0
Private Household Workers	161	160	−0.6	697	638	−8.5
Service Workers	214	539	151.9	106	297	180.3
Farm Laborers	76	46	−39.5	199	69	−65.2
Other Laborers	16	20	25.0	10	13	30.0
Not Reported	28	245	775.0	8	80	900.0

Sources: U. S. censuses of population of 1940 and 1960. 1940: Vol. III. *Labor Force*, Pt. 1, U. S. Summary, Tables 4 and 63. 1960: U. S. Summary, *Detailed Characteristics*, Tables 251 and 257.

TABLE 9

Changes in the Per Cent Distribution of Employed Persons in the Southern States by Occupation, Sex, and Race, 1940-1960

Occupation	Per cent distribution 1940	Per cent distribution 1960	Difference 1960-1940	Per cent distribution 1940	Per cent distribution 1960	Difference 1960-1940
	White Male			Nonwhite Male		
Total employed	100.0	100.0		100.0	100.0	
Professional	4.9	10.0	5.1	1.5	2.9	1.4
Farmers	23.0	7.2	−15.8	25.9	7.2	−18.7
Managers	9.9	12.6	2.7	1.0	1.5	0.5
Clerical	11.7	14.3	2.6	1.2	3.9	2.7
Craftsmen	12.7	20.5	7.8	3.6	8.6	5.0
Operatives	15.9	19.1	3.2	10.9	22.2	11.3
Private Household	0.1	0.1		2.7	0.8	−1.9
Service Workers	4.4	4.0	−0.4	8.5	12.6	4.1
Farm Laborers	10.7	3.0	−7.7	23.8	11.4	−12.4
Other Laborers	6.1	5.2	−0.9	20.4	22.9	2.5
Not Reported	−0.6	4.0	3.3	0.5	6.0	5.5
	White Female			Nonwhite Female		
Total employed	100.0	100.0		100.0	100.0	
Professional	15.6	14.0	−1.6	4.5	7.5	3.0
Farmers	2.4	0.7	−1.7	3.8	1.0	−2.8
Managers	5.0	4.7	−0.3	0.6	1.0	0.4
Clerical	31.1	41.1	10.0	0.9	4.7	3.8
Craftsmen	0.8	1.2	0.4	0.1	0.4	0.3
Operatives	21.1	17.0	−4.1	5.0	8.6	3.6
Private Household	7.8	3.4	−4.4	58.2	44.6	−13.6
Service Workers	10.4	11.3	0.9	8.8	20.8	12.0
Farm Laborers	3.7	1.0	−2.7	16.5	4.8	−11.7
Other Laborers	0.8	0.4	−0.4	0.9	0.9	
Not Reported	1.3	5.2	3.8	0.7	5.6	4.9

Sources: (1) *U. S. Census of Population*, 1960. U. S. Summary, *General Social and Economic Characteristics*. PC(1) 1C. Table 88. Also the corresponding state census reports. (2) 16th Census of the United States, 1940. Vol. III. *The Labor Force*. U. S. Summary, Table 63.

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